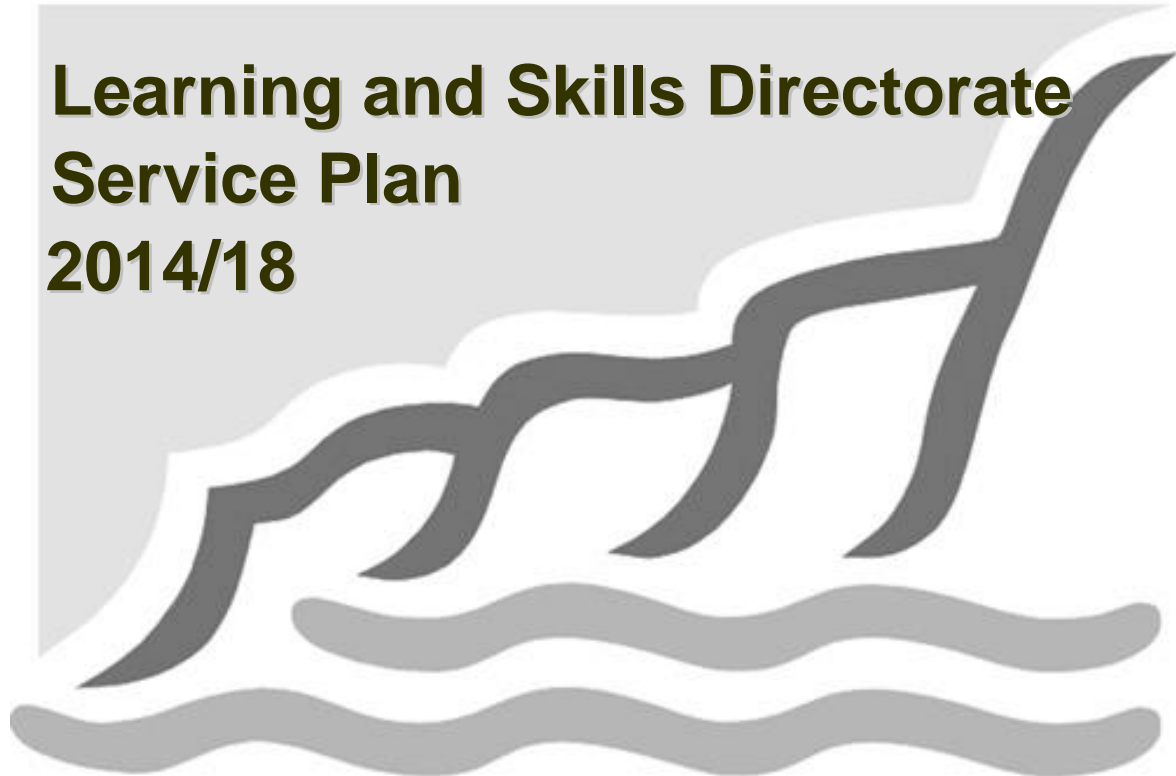


# VALE of GLAMORGAN

**Learning and Skills Directorate  
Service Plan  
2014/18**



# BRO MORGANNWG

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# Learning and Skills Directorate Service Plan 2014/18

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## **Service Overview – Learning and Skills**

The service areas of School Improvement and Inclusion, and Strategy, Community Learning and Resources combine to form the Learning and Skills Directorate.

The Directorate has a wide range of statutory duties and its primary role is to work in collaboration with key stakeholders to develop effective, confident and independent learners who enjoy a sense of personal well-being, enabling them to share their learning with others and to contribute to their community and society.

Our clear ambition is that education outcomes in the Vale of Glamorgan are the best in Wales and match those of the most successful authorities in England with similar socio-economic profiles.

The Directorate's broad functions are:

- to challenge, monitor and support schools, promoting excellence and intervening as necessary to ensure that underperformance, or potential underperformance, is addressed;
- to provide exciting, innovative and relevant learning opportunities for all learners in the Vale;
- to secure the best possible learning environment, safe for every child, young person and adult within the Vale in order that they can develop their full potential;
- to commission school improvement services from the Central South Consortium Joint Education Service (CSCJES).

Learning and Skills provides or commissions the following:

- activity to challenge, monitor, support and intervene in schools;
- provides budgets and financial support and advice to schools;
- strategic planning and management of school places;
- work with schools to measure, analyse and evaluate performance in order to support self evaluation and improvement planning;
- identifying and supporting vulnerable pupils and pupils with Special Education Needs (SEN);
- carrying out the council's responsibilities in respect of safeguarding and child protection;
- providing catering services for schools;
- providing a range of library and information services to promote and support life long learning;
- working with regulatory bodies (ESTYN, CSSIW) to secure high quality learning settings;
- administering and authorising school admission requests from parents to community nursery, primary and secondary schools;
- organising school transport for Special Education Needs (SEN) pupils;
- providing a programme of learning opportunities suitable to adult learners;
- providing opportunities for young people to develop decision-making skills in matters which affect them and to understand and participate in the democratic process;

- offering social and informal educational opportunities for young people in the age range of 11-25;
- supporting and encouraging effective school governance and providing advice to governing bodies on the appointment of senior school leaders;
- producing guidelines and targeting support programmes for teaching pupils with English as an Additional Language and promoting race equality;
- targeting a support programme for the Foundation phase and supporting non-maintained nursery settings;
- providing training and development for school leaders and practitioners on the implementation of the National Literacy and Numeracy Programmes;
- working with partners to improve service delivery (Children and Young People Partnership, Learning and Skills Partnership, Local Safeguarding Children's Board, regional 14 – 19 Network, Early Years Development Children's Partnership).

### **Our Service Plan for 2014-18**

The Service Plan is a key component of the Vale of Glamorgan Council's planning framework. It supports the delivery of the Corporate Plan 2013-17 and ultimately the overarching Community Strategy and the delivery of the day to day business activities of the council.

The Learning and Skills Service Plan provides a four year overview of the directorate's work and sets out how it contributes towards achieving the key outcomes and objectives as identified in the Corporate Plan 2013-17. It outlines what the directorate is trying to achieve, why these objectives are important, how they are to be achieved, how we will monitor progress and what success will look like.

The service plan for Learning and Skills is informed by and reflects:

- Welsh Government's National priorities for school improvement: reducing the achievement gap due to poverty, improving standards in literacy and numeracy and ensuring that the department effectively promotes pupils' wellbeing.
- The performance profile of schools and the results of school inspection reports.
- Our own self-evaluation processes, our previous year's work as a Directorate, emerging findings for development and our Directorate Self-evaluation Report which inform and underpin the work of the directorate.
- Our contribution to national ambition as set out in Welsh Government's implementation plan 'Improving Schools' launched in October 2012.
- Our vision for education: Education 2015.

Attached to the main service plan is an action plan outlining the key actions we intend to deliver, primarily over the course of the next year, against each objective in the service plan. Also attached is a list of the performance indicators we will collect to measure how well we are performing against each objective. Both our actions and performance indicators will be monitored quarterly by the Lifelong Learning scrutiny committee. Quarterly update reports giving an overview of our performance will be received by the Council's Corporate Management Team and Cabinet.

The actions within the service plan will inform team plans and ultimately feed into personal objectives for individual members of staff via the Personal Development and Review System. The clear lines of responsibility, outcomes and targets at all levels will be monitored as part of the council's performance monitoring arrangements. The service plan also incorporates the actions from regulatory plans, such as the Outcome Agreement with Welsh Government, the Improvement Objectives and from the Post Inspection Action Plans, written in response to the recommendations made in Estyn inspection reports.

Each year we will review the plan and update it accordingly, ensuring we demonstrate continuous service improvement.

### **Our Service Outcomes and Objectives**

The Learning and Skills Directorate has developed specific outcomes which link to corporate outcomes and objectives. These outcomes and objectives are critical in that they describe the improvements we will make across the whole of the directorate for the next four years.

In identifying our service outcomes and objectives we have reflected on what has been achieved in the previous year and listened to feedback from our external customers including our regulators and internal stakeholders and clients. We have also considered service risks including the implications of upcoming legislation on some of our services, the increasing demand for our services and the challenging financial environment in which we are operating. We have also taken into account the impact of regional working for school improvement through the Central South Joint Education Service (JES). Some of the key issues contributing to the development of our directorate outcomes are explored below.

#### *Consultation*

The directorate regularly collects feedback from its customers. Adult and Community Learning, Library services and the School Improvement and Inclusion Service run satisfaction surveys which are used to directly inform service priorities. For example, suggestions made in library surveys in relation to areas of stock that could be improved have been fed into the stock selection process. Satisfaction with both services remains high for 2012/13 (99.0% ACL, 96.0% adult users of libraries). As a directorate, we are committed to developing our services in consultation with our customers. As a result, a range of opportunities have been developed to allow our service users to engage with us in relation to the issues which affect them:

- By the end of the financial year 2013/14, we will have elected a youth mayor and youth cabinet.
- A Facebook page has been developed in collaboration with Bridgend to extend ways of communicating with young people and gathering their feedback.
- The SWOOSH website provides a forum for young people to debate issues which affect them.
- The catering service undertook a survey for parents to express their views on online, telephone, paypoint and cash payments for school meals.
- SNAG meetings, attended by school cooks and pupils provide a forum for pupils to contribute to menu setting.

- The Educational Psychology Service has introduced parent drop-in services which have improved levels of engagement and have been positively evaluated by users.
- Parent forums are held twice yearly in collaboration with SNAP Cymru to inform the development of ALN provision in the Vale.
- We have increased the channels of engagement with headteachers to ensure that we can work more closely to secure delivery of our key priorities.
- The Central South Consortium Joint Education Service convenes regular Headteacher stakeholder meetings and carries out regular surveys to seek feedback on development and help shape future policy and practice.
- The Adult and Community Learning service undertakes feedback questionnaires and runs focus groups and feedback is used to develop services in order to improve learner experience.

### *National Priorities*

Education remains a key priority for the Welsh Government and for councils. In particular, there has been a concerted collective response to addressing the challenges identified by PISA, an international comparative study of education which shows that educational standards have declined in Wales.

The role of the council in relation to education and training has changed significantly in recent years. Education improvement services are increasingly working in partnership and are now being delivered by joint working via regional consortia. A number of school improvement functions previously delivered by the council are now being delivered by the Central South Consortium Joint Education Service (JES).

The National Implementation Plan for improving schools was launched in 2012 and timescales for implementing change are challenging. This established national priority programmes such as literacy, numeracy, ICT and ALN. We have completed the amalgamation of Pupil Support Services and School Improvement Services to create the School Improvement and Inclusion Service which is allowing us to deliver services more efficiently, supporting the delivery of the National Implementation Plan. We have also reorganised services to align ACL, libraries and Youth Services and to better align support services in Strategy, Community Learning and Resources

School reorganisation and reducing inefficient surplus places is an issue across Wales. In the School Organisation Guidance issued in September 2009, WG recommends that councils should aim to retain no more than 10% surplus places overall. In the Vale, the figure is higher than this (14.74%) in primary schools and lower (9.28%) in secondary schools. The most significant area for improvement is in schools which have at least 25% of places unfilled. This currently affects 16.67% of schools. A series of proposals are currently being taken forward to further rationalise school places.

Reducing the number of young people not in education, employment or training is a key national priority, the strategic approach to which is set out in Welsh Government's 2011-2015 Youth Engagement and Employment Action Plan. In October 2013, the Welsh Government launched the Youth Engagement and Progression Framework aimed at targeting intervention with young people at risk and those who are not in employment, education or training (NEET). All local authorities

in Wales are required to implement the NEETs framework according to the two year timetable, addressing the following issues as a priority:

1. Early intervention (education, youth support services and Careers Wales all working together to identify those at risk);
2. Brokerage (Identification of the best intervention services);
3. Tracking (tracking of progress pre and post 16);
4. Provision (adequate alternative curriculum options to enable young people to engage with learning);
5. Employment opportunities (more synergy between employers and LA, young people being employment or training ready);
6. Data, accountability and continuous improvement (monitoring of progress using a single use of data).

The Welsh Government has introduced significant policy initiatives that have impacted on the work of councils and schools including:

- The School Standards and Organisation Act, which is having significant implications for the way in which council's work to improve schools.
- Delivering Community Learning for Wales 2010-2015.
- The publication of the Hill Review 'The future delivery of education services in Wales' (June 2013)
- The publication of the National Model for Regional Working (February 2014)

### *Partnership Working*

The directorate works with a wide range of partners in order to deliver the priority outcomes identified in the Community Strategy 2011-21. The Corporate Partnership Team was established to introduce a more integrated approach to partnership working and to deliver the Welsh Government priority to achieve transformational change through extending collaboration. The Learning and Skills Partnership and Children and Young People's Partnership work closely with other strategic partnerships to deliver key initiatives which contribute to our overall service outcomes, such as:

- The establishment of a multi-agency NEETs group which has effectively reduced the number of post-16 NEETs in the Vale.
- Learning provision for 14-19 which has led to improvements in attainment, especially for vulnerable groups of young people and those who prefer to be educated outside the school environment.
- Early intervention and prevention provision within Families First/Flying Start.
- In partnership with the regional Joint Education Service, standards have continued to improve in all key stages.

Over the 2014-18 period, a number of key areas for development will be addressed within the partnerships:

- Area working will be reviewed to assess progress and determine levels of support for an area approach in addition to the existing partnership structures.

- The Strategy and Delivery Plan will be revised following the completion of a second Unified Needs Assessment, to ensure resources are focused in the right areas and to further integrate the work of partners.
- The culture of good performance management will be further embedded across the partnerships and performance measures will be reviewed.

The School Improvement function is now delivered through a regional consortium, the Central South Joint Education Service (CSCJES) to:

- categorise the school to determine support requirements;
- Devise 'Statements for Action' which clearly set out what has to be done to improve schools requiring support;
- work with schools to set appropriate improvement targets;
- evaluate whether or not schools are on track to meet targets within specified timescales;
- use a range of data at school, year group and pupil level;
- broker and coordinate an appropriate level of intervention and support which is targeted and timely;
- monitor progress and provide reports which help schools improve whilst keeping the LA up-to-date and informed of progress, or otherwise;
- work with schools placed in an Estyn follow-up category, within required timescales, particularly those placed in Special Measures or requiring Significant Improvement;
- work with school Governors to secure Head teacher Performance Management arrangements to secure improvement in standards and wellbeing for all pupils;
- provide strategic direction and operational support to key areas of work i.e. leadership and management, teaching and learning, foundation phase, Welsh, literacy and numeracy and outdoor education; and
- work with the LA to ensure accountability through governance and scrutiny arrangements.

### *Local Priorities*

Key developmental themes for the Directorate over the 2014-2018 period, will include the following:

- Regional approaches to service delivery.
- An increased focus on developing a culture of greater accountability in schools, so that schools increasingly view themselves as the agents for change and accountable for improving standards drawing on sector-led improvement approaches.
- Increased accountability on Governing Bodies to secure high standards, to implement intervention and hold the Head teacher and Senior Management Team to account for standards, weaknesses in the system and the overall quality of education delivered.

### *Estyn*

Estyn undertook an inspection of the quality of local authority education services for children and young people in the Vale of Glamorgan in May 2013. Overall, education



in the Vale was found to be of an average standard. Estyn made the following six recommendations for improvement:

1. Raise standards in schools, particularly in key stage 2 and key stage 3;
2. Improve the rigour and the level of challenge provided to schools about their performance and quality of leadership;
3. Use the full powers available to the authority to improve schools that are underperforming;
4. Make sure that planning for improvement is thorough and consistent throughout all services;
5. Ensure that robust systems are in place for evaluating the outcomes of initiatives and that they demonstrate good value for money;
6. Strengthen arrangements for monitoring and evaluating the wellbeing of children and young people

An action plan has been produced to respond to these recommendations and progress will be reported to CMT and Cabinet in May and November annually and to the Learning and Skills and Children and Young People's partnerships.

#### *Current Performance – National Statutory Indicators and Public Accountability Measures*

The Vale is a high performing area for education but needs to improve further to be the best in Wales and match those of the most successful authorities in England with similar socio-economic profiles. Of the corporate education performance indicators reported for 2012/13, 9 achieved a top quartile performance in comparison with the rest of Wales. Additionally, 1 children's services indicator regarding the qualifications point score of looked after children (LAC) also achieved a top quartile performance. 3 corporate performance indicators were in the bottom quartile for 2012/13 (statements of SEN issued within 26 weeks both with and without exceptions and teacher assessments in Welsh). Statementing processes and procedures have been reviewed and changes made to ensure that statements of SEN are produced within 26 weeks. Current performance for 2013 is 100%.

#### *Improvement Priorities*

Attainment at Key Stage 3 was included as a key priority in the Improvement Plan for 2013/14 and has been continually monitored throughout the year. Attainment at Key Stage 3 has already markedly improved. The Core Subject Indicator (CSI) for KS 3 has increased from 72.39% in 2012 to 82.54% in 2013. For 2014/15, we are extending this objective to focus on improvements in attainment levels at Key Stage 2, 3 and 4.

Reducing the number of young people not in education, employment or training was also included in our 2013/14 Improvement Plan. Whilst improvements have been made in relation to the Council's approach to tackling NEETs, this improvement objective is being carried forward to 2014/15 to ensure that we continue to focus on the achievement of our longer term outcomes.

Improving learning opportunities, vocational and employment skills is also included in the 2014/15 Improvement Plan and the directorate will be working alongside Development Services to support our local communities to develop sustainably. Having considered the above opportunities and risks we have agreed the following service outcome and objectives:

**Service outcome:** Learners achieve their full potential in order to maximise their life opportunities.

**Objectives:**

1. To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase achievement.
2. To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.
3. To promote health and wellbeing and ensure the safety of our learners.

To realise this outcome, we will deliver the key actions and related activities set out in the Directorate action plan. Progress will be managed and measured within the context of the objectives we have set ourselves which also contribute to corporate outcomes as outlined in the Corporate Plan 2013-2017. Progress will be updated on Ffynnon and reported quarterly to scrutiny committee.

**Our contribution to corporate priorities 2014-2018**

Over the next four years the Directorate will take an active role in driving initiatives, policies and procedures to support the Corporate Plan key priorities of:

**Children and Young People**

**Corporate outcome:** Children and young people are engaged and supported and take full advantage of life opportunities available in their local community and beyond.

**Corporate objectives:**

- Support children in need and their families to engage positively with schools and support services to improve attendance and attainment. (2014/15)
- Establish a Youth Council to ensure that the voices of young people are heard on all issues that relate to them. (objective completed: 2013/14)
- Develop the skills of young people to work with schools and youth support services to achieve the Welsh Government's National Standards for Children and Young People's Participation, increasing opportunities for their involvement in decisions that affect them and giving them a voice. (2014/15)

**Learning and Skills**

**Corporate outcome:** Citizens of the Vale of Glamorgan have the skills, knowledge and abilities required to maximise their opportunities.

**Corporate objectives:**

- Implement the School Investment Programme including Penarth Learning Community, the phased remodelling of Llantwit Major High School, the expansion of Ysgol Dewi Sant and Ysgol Nant Talwg and schemes in relation to the Barry cluster of schools. (2017/18)
- Develop, consult on and implement a School Reorganisation Programme to ensure the right schools are provided in the right places. (2017/18)
- Review the feeder school system for determining admissions to secondary schools. (2017/18)
- Support and challenge schools through the Attendance Forum to improve attendance and achieve their individual school attendance targets. (2013/14)
- Work with schools to utilise the Pupil Deprivation Grant to provide targeted interventions and improve the attainment of pupils receiving free school meals. (2014/15)
- Implement the National Implementation Plan for Education 3-16 to improve performance at GCSE A\*-C in 5 subjects including Maths and English/Welsh. (2014/15)
- Introduce the National Literacy and Numeracy Frameworks including statutory Reading Tests to improve attainment in reading, writing and maths. (2014/15)
- Ensure the implementation of effective statutory school improvement functions via the Central South Consortium Joint Education Service. (2013/14)
- Increase opportunities for adults to gain qualifications for their learning and to improve quality in the learning experience (2016/17)
- Increase education provision for children and young people on the Autistic Spectrum. (objective completed: 2013/14 and ongoing)
- Extend the Investors in Families initiative and implement the Putting Families First initiative to increase engagement with parents. (2013/14)
- Utilise grant funding to improve the achievements and outcomes for looked after children and children leaving care. (2013/14)
- Collaborate with partners to increase Welsh medium learning activities for adults (2016/17)
- Work with partners to develop a joint Essential Skills Strategy for post 16 learners. (objective completed: 2013/14)
- Work with partners to develop appropriate strategies for engaging with young people and reduce NEETs pre and post 18. (2013/14)
- Engage with adult learners of all ages to improve skills and remove barriers to learning and employment (2016/17)
- Develop reading strategies through the Library and Information Service to support improvements in standards of literacy and promote enjoyment in reading for all ages. (2013/14)
- Reintroduce a mobile library service in partnership to improve access to library services following consultation about how the service will be delivered. (2013/14)
- Promote digital inclusion by extending information literacy activities in libraries. (2014/15)

## **Community and Public Safety**

**Corporate outcome:** Residents and citizens of the Vale of Glamorgan feel safe and are safe within their community.

### Corporate objectives:

- Use data from schools to develop appropriate interventions and training to reduce bullying and support vulnerable children and young people. (2014/15)

### Efficiencies and Savings 2014-2018

The Learning and Skills directorate has been tasked with delivering the following savings over the next three years:

Department/ Service area	Annual Savings Target £000			Total
	2014/15	2015/16	2016/17	
Education and Schools	951	46	0	997
Youth Service	27	0	0	27
Libraries	50	0	115	165
Catering	23	43	33	99
Procurement	0	114	114	228
Additional Savings	0	328	274	602
<b><u>TOTAL LEARNING &amp; SKILLS</u></b>	<b>1,051</b>	<b>531</b>	<b>536</b>	<b>2,118</b>

Appendix 4 provides a breakdown of these savings and identifies the service and potential HR implications associated with each saving. Equality Impact Assessments have been undertaken as appropriate and will continue to be undertaken as require.

### Workforce Planning 2014-2018

- The workforce requirements of the Directorate are set out in Heads of Service workforce plans. The plans set out structural requirements, succession planning issues, employee profile and employee development issues.
- The Central South Consortium Joint Education Service (JES) was launched in September 2012. This service has been commissioned by the Vale Council to deliver the school improvement functions of challenging, monitoring, supporting and intervening, in inverse proportion to success. Reflecting the National Model for Regional Working, additional functions (specialist HR, governor support and 14-19 coordination) and staff are expected to transfer in April 2015.
- The Directorate moved towards a more joined-up internal approach in delivering its functions in order to secure its service objectives. For example, the Pupil Support Service has been amalgamated with the School Improvement Service to form the School Improvement and Inclusion service. Similarly Youth, libraries and ACL were aligned alongside support services in Strategy, Community Learning and Resources. Close working with Children's Services in the Social Services Department has also developed.
- As a significant amount of work is delivered by third parties, and work patterns for council employees in the service may not always need to be dictated by the school term. This should result in extra flexibility, enhanced staff wellbeing, greater productivity and potential to make further efficiency savings.

- A specific training need has been identified within library services for the coming year to acquire good IT skills in order to be able to confidently support library users in accessing and using online services. The skills to deliver literacy and reading support services are also a priority for development.
- The Youth Service traditionally trains staff in post and recruitment generally comes from internal volunteers. The service is working closely with Bridgend Council. The service is also developing staffing arrangements to support the Youth Council.
- A review is due to be undertaken to ensure flexibility within the Catering Service to increase productivity. The roll-out of a cashless catering/management information system is underway which requires some staff completing an IT training programme.
- Robust performance management will be encouraged throughout the Directorate through effective personal development reviews. Models of good management practice will be emphasised through continued use of the senior management development programme.
- The Directorate complies fully with corporate absence management policies and this is managed at operational management level. In general, levels of absence give no major cause for concern. The School Improvement and Inclusion service lost 7.25 days per full time equivalent employee to sickness absence in 2012/13, in comparison with the corporate performance of 8.70 days. The absence rate in Strategic Planning and Performance was above the corporate performance at 10.52 days per full time equivalent employee.
- Turnover of staff was 8.35% in Strategic Planning and Performance for 2012/13, which was lower than the corporate performance of 10.28%. Turnover in School Improvement and Inclusion was significantly higher at 18.42% across the year. However, this is primarily due to a high number of staff transferring over to the Joint Education Service.

## **Our ICT Requirements 2014-2018**

- *Infrastructure*  
The 2013 LiDW grant supported the upgrading of network and internet connections for council buildings (schools, libraries, etc.). The performance of this WAN (wide area network) will be measured and published on a frequent basis for internal customers to appraise. During the period of 2014/18, a further upgrade will likely be required to keep up with expected demand.
- *Modernisation of Services: Emerging Technologies*  
We seek to create a culture which encourages evaluation and appropriate adoption of innovative technologies. Whilst it is essential to govern ICT control and security, the council must enable the procurement and application of the latest technology, for example, tablets such as iPads, Windows and Android devices. Modernisation of our services is required to realise efficiency savings and improve learner outcomes.
- *Procurement*  
Procurement support will be required to select and source a range of technologies which are outside of the standard corporate remit. The process of procuring needs to be flexible, cost effective and prompt. Both libraries and ACL need to bring a range of tablet technologies to learners and customers as a matter of urgency.

Software licensing is an immensely complicated arena. Prices are often discounted by up to 80% for educational uses. Even then, there are dozens of options available per piece of software. It is essential that accurate guidance and consultation is available to service providers.

- *Protection*  
E-Safety advice is required for service providers and users to encourage open use of technology whilst being aware of potential risks.
- *Information*  
The directorate use a variety of Management Information Systems provided by numerous vendors, utilising differing technologies. Advice and consultation will be required on collaboration of systems between departments and local public services to allow smooth, secure transmission of data.
- *Web/Cloud Services*  
Support and guidance will be required whilst a number of teams evaluate, configure and launch cloud-based services. These may be hosted by the Vale or through an external provider. Network configuration and information security advice may be required.  
These services are entirely reliant upon relevant network connections.

## **Equalities 2014-18**

- We are committed to fairness in respect of equality and diversity and ensure that equality action planning is part of our normal day to day considerations especially when designing new services or policies.
- The Council has published a Strategic Equality Plan designed to enable it to fulfil its duties under the Equality Act 2010 and the Equality Act 2010 (Statutory Duties) (Wales) 2011. Actions from the Strategic Equality Plan are incorporated into service or team plans and monitored accordingly.
- We recognise that both our workforce and customers come from a range of backgrounds and cultures. We also recognise that many people face different barriers to services and employment and as a service provider and employer we have a responsibility to address these barriers. Local people have a right to expect that public resources are used to deliver quality services that meet their diverse needs and that they will be treated fairly and with dignity and respect. Equality is an integral part of providing customer focused services and we are committed to promoting and valuing diversity and developing a culture where discrimination is not tolerated.

Examples of what the directorate is doing to tailor service to needs of different communities include:

- Reviewing the ways in which we collect and analyse equalities monitoring information from our library members in order to identify any potential barriers to accessing the service.
- Undertaking equalities impact assessments on all new policies. Assessments planned include, Anti Bullying, Time Out, Safeguarding, Behaviour and Discipline.
- The Ethnic Minority Achievement service has been set up specifically to improve attainment levels for ethnic minority groups. The service offers support to young

people with English as an additional language and ensures that their needs are met.

- Schools performance data and the performance profile of the council is analysed annually to ensure all our learners achieve their full potential.

### **Corporate Plan Outcomes:**

*Children and young people are engaged and supported and take full advantage of life opportunities available in their local community and beyond.*

*Citizens of the Vale of Glamorgan have the skills, knowledge and abilities required to maximise their opportunities.*

*Residents and citizens of the Vale of Glamorgan feel safe and are safe within their community.*

**Service Outcome:** Learners achieve their full potential in order to maximise their life opportunities.

**Objective 1:** To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase achievement.

The following **Corporate Plan** priorities will be undertaken this year as a part of this objective:

- CYP4 Support children in need and their families to engage positively with schools and support services to improve attendance and attainment. (2014/15)
- LS6 Implement the National Implementation Plan for Education 3-16 to improve performance at GCSE A\*-C in 5 subjects including Maths and English/Welsh. (2014/15)
- LS7 Introduce the National Literacy and Numeracy Frameworks including statutory Reading Tests to improve attainment in reading, writing and maths. (2014/15)
- LS8 Ensure the implementation of effective statutory school improvement functions via the Central South Consortium Joint Education Service. (2013/14)

The following **Improvement Objectives** will be undertaken this year as a part of this objective:

- IO7 To support and challenge schools in order to improve pupil attainment levels at Key Stages 2, 3 and 4.

The following **Estyn Recommendations** will be addressed this year as a part of this objective:

- R1 Raise standards in schools, particularly in Key Stages 2 and 3.
- R2 Improve the rigour and level of challenge provided to schools about their performance and quality of leadership.
- R3 Use the full powers available to the authority to improve schools that are underperforming.

The following **Outcome Agreement objective** will be addressed this year as a part of this objective:

- OA2 Increasing school achievement.



## The context for this objective

- The School Standards and Organisation Act (Jan 2013) places a duty on local authorities (LA) to intervene when a school fails to secure acceptable standards of education for pupils.
- The successful implementation of this service objective determines the extent to which pupils reach their full potential and the extent to which the Council is able to increase student achievement. Accountability for school performance and the quality of education rests with the local authority.
- The local authority commissions statutory school improvement services from the Central South Consortium Joint Education Service (JES). The Council holds the JES to account for the quality of service it delivers to its schools.

## How are we doing?

Our clear ambition is that educational outcomes in the Vale of Glamorgan are the best in Wales and match those of the most successful authorities in England with similar socio-economic profiles. To recognise the authority's relative position of socio-economic advantage, Vale School Performance Indicators (PIs) should be ranked greater than 5<sup>th</sup> when compared to the 21 other Local Authorities across Wales.

The following figures apply to the 2012/13 academic year:

### Foundation Phase:

#### Outcome 5:

- All Performance Indicators (PIs) improved on the previous year except Welsh, which maintained a 1<sup>st</sup> place ranking.
- Core subject ranks:
  - Language, Literacy and Communication Skills in English (LLC E) = 2<sup>nd</sup> (90.8%),
  - Mathematical Development (MD) = 2<sup>nd</sup> (91.8%),
  - Language, Literacy and Communication Skills in Welsh (LLC W) = 1<sup>st</sup> (92.0%),
  - Personal and Social Development (PSD) = 4<sup>th</sup> (95.3%),
  - Foundation Phase Indicator (FPI) = 2<sup>nd</sup> (88.7%).
- Estyn requires a minimum of 50% of schools in the Authority to be performing in the higher middle to highest (HM-H) benchmarking quartiles. The proportion of schools performing in the higher middle to highest benchmarking quartiles for all PIs was as follows:
  - LLC E = 57%, LLC W=80%, MD=65%, PSD=54%, FPI=59%
- The percentage of schools in the Vale achieving a HM-H performance in each subject area is also ranked nationally. Ranked benchmarking (BM) placed schools in the Vale 3<sup>rd</sup> or better for all of the above PIs except PSD which ranked 7<sup>th</sup>.

#### Outcome 6:

- All PIs increased on the previous year except LLC W which decreased
- FPI girls' performance is better than boys but boys' performance increased significantly
- Benchmarking in the HM-H placed MD at 59% and FPI at 54%

## Key Stage 2:

### Level 4+:

- Performance in English, Welsh, Core Subject Indicator and Reading, Writing and Maths in combination (RWM) increased on the previous year
- Core subject ranks:
  - English = 2<sup>nd</sup>, Maths = 3<sup>rd</sup>, Welsh = 4<sup>th</sup>, Science = 2<sup>nd</sup>, CSI = 3<sup>rd</sup>, RWM = 1<sup>st</sup>
- Ranking increased in English, RWM, and CSI from the previous year.
- Boys' and girls' performance increased in English, Maths, Science and the CSI
- The proportion of schools in the HM-H benchmarking quarters for all PIs increased:
  - English=57%, Welsh=60%, Maths=50%, Science=57%, CSI=61%.
- Ranked Benchmarking (BM) increased for all PIs to above 3<sup>rd</sup> except Welsh which ranked 6<sup>th</sup>.
- BM rank for English and Maths was 2<sup>nd</sup>, Science 1<sup>st</sup>, CSI 3<sup>rd</sup>.
- FSM performance for all PIs improved overall and was above the all Wales mean for FSM pupils

### Level 5+:

- Performance in English, Welsh and Maths increased on previous year
- Boys' performance improved in English and Science
- BM proportions in HM-H increased for all PIs and now greater than 60%
- Rank performance greater than 3<sup>rd</sup> for all PIs except Welsh which was 6<sup>th</sup>

## Key Stage 3:

### Level 5+:

- Performance in all core subjects increased on the previous year (except Welsh).
- Performance in CSI now ranks 4<sup>th</sup>, an improvement from 13<sup>th</sup> in 2012
- All rank positions improved on previous year:
  - CSI 4<sup>th</sup>, English 3<sup>rd</sup>, Maths 3<sup>rd</sup>, Science 4<sup>th</sup>, RWM 4<sup>th</sup>
- The proportion of schools in HM-H for all core subjects is now >50% and the rankings across Wales in relation to this were as follows:
  - English 4<sup>th</sup>, Welsh 3<sup>rd</sup>, Maths 1<sup>st</sup>, Science 2<sup>nd</sup>, CSI 6<sup>th</sup>.
- Girls' and boys' performance proportionately increased in all core subjects, except in Welsh where boys' performance flat-lined
- All Foundation subjects increased on previous year. Ranked positions increased to above 4<sup>th</sup> except Art and PE which ranked 6<sup>th</sup>

### Level 6+

- All core PIs increased on the previous year
- Girls and boys improved proportionately
- Girls and boys performance in English and Maths above all Wales mean

## Key Stage 4:

- Performance increased in L2+, L2, L1, CPS, L2 Welsh, L2 Science and L2 Maths (L=level).
- L2 English, Welsh, Maths and Science were greater than the all Wales means.

- L2 inclusive, L2, L1, Capped Point Score and Core Subject Indicator were greater than the all Wales means
- Benchmarking of the proportion of schools in the HM-H positions were greater than 50%
- Performance in KS4 is a major priority area for 2014 and beyond, particularly in identified schools.

In Summary:

- Performance in the Foundation Phase, Key Stage 2 and 3 rank well above our relative position of social-economic advantage when compared with 21 Authorities in Wales.
- The majority of performance indicators rank in the top three rank positions with many ranking in 1<sup>st</sup> and 2<sup>nd</sup> positions.
- Performance in Key Stage 4 remains a priority area for improvement, where current performance ranks just below our relative socio-economic rank position.
- Performance improvement in Key Stage 4, particularly in identified schools, is a recognised priority for 2014 and beyond.

Key service risks to the delivery of this objective include:

<i>Risk</i>	<i>Likelihood score</i>	<i>Impact score</i>	<i>How will it be managed?</i>
Higher levels of delegation will see the authority increasingly relying on the CSCJES to support and challenge schools. There is a risk that the Council will fail to hold the JES properly to account for the quality of services it provides to schools.	3	3	Staff time will be invested in effective commissioning of the CSCJES. Strong oversight of JES outputs, outcomes and quality is maintained by the Chief Officer and Head of Service for School Improvement and Inclusion is maintained via regular Directors/HOS and Operational Management Board Meetings and through the LA scrutiny arrangements.
The quality of leadership and governance in schools is insufficient to deliver outcomes.	3	3	Commission leadership programmes and governor support programmes.
Uncertainty and disruption caused by school reorganisation.	2	2	Make careful plans to manage change.
Amalgamated School Improvement and Inclusion Service lacks capacity to fulfil outstanding residual functions.			Cross service and Directorate opportunities fully explored and implemented.
The quality of education provided in schools is poor. Pupils fail to develop the skills, knowledge and understanding commensurate with their age and ability.			The Council implements effective in-house quality assurance functions and accountability for all statutory school improvement functions identified in the

Inspection outcomes are poor. Too many schools are in the lower FSM benchmarking quarters.			agreement and delivered by the JES on our behalf. Robust interventions are made by the Council if/when appropriate.
Intervention for schools that are a cause for concern and present a risk to the Council, is ineffective and lacks timeliness			JES and the Council to ensure effective operation of Governance and accountability model.
Schools fail to improve within reasonable timescales.			HOS and Senior challenge Leader keep schools under close review.

Key equality issues relating to the delivery of this objective include:

<i>Equality Issue</i>	<i>How will it be managed?</i>
All pupils including those with protected characteristics are appropriately supported and challenged to improve achievement.	The Council, through accountability and Governance models ensure that System Leaders/Challenge Advisers conduct their work at school and pupil level taking full account of performance information for all pupils, particularly our most vulnerable.

Effective consultation and engagement activities continue to be a key method by which we can gain an understanding of the views of residents and learners and address them appropriately. Consultation/engagement activities already undertaken or coming up include:

<i>Consultation undertaken 2013/14</i>	<i>Consultation planned 2014/15</i>
The views of Head teachers have been sought regarding their perceptions of the effectiveness of the JES operating model to date.	It is anticipated to conduct a repeat consultation exercise with Head teachers post re-structure in March 2015.

In line with our corporate priorities and Welsh Government requirement, we continue to explore and promote opportunities for working collaboratively locally and regionally in order to deliver improved services for customers and deliver savings. Our contribution to the collaboration agenda is evidenced in our participation in the following projects.

<i>Collaboration undertaken 2013/14</i>	<i>Collaboration planned 2014/15</i>
The Vale is an active partner in the regional arrangements for school improvement services via joint working between senior officers in the Vale and the JES e.g. fortnightly Director meetings, fortnightly HOS meetings, fortnightly lead officer meetings, termly feed-forward and feedback meetings with all System Leaders.	Further functions will be included in the regional joint arrangements to include Governor Support, aspects of 14 -19 and specialist HR function from April 2015.

## What did we do in 2013-14?

### Challenge and Support

- Introduced half termly monitoring and sufficiency of progress meetings in identified schools. (LS02/A025)
- Implemented a School Improvement Strategy setting out the Vale's contribution to the National ambition as set out in Welsh Government's 'Improving Schools' implementation plan. (LS02/A018)
- Implemented the National Implementation Plan for Education 3-16 to improve performance at GCSE A\* -C in 5 subjects including maths and English/Welsh. (LS02/A023)
- Utilised the work of the JES System Leaders to exercise greater professional challenge in schools to improve outcomes. (LS02/A024)
- Delivered a supportive programme to practitioners in the non maintained settings to implement Foundation Phase.
- Provided effective support to school Governing Bodies when appointing Deputy Head teachers and Head teachers as well as delivered the Governor training programme which reflected the new WG mandatory training requirements from Sep 13 for the following areas - Induction, Chairs, Clerks and Data.
- Provided support to school leaders aspiring to Headship ensuring they are developed towards meeting the National Standards for Headship through the NPQH processes (National Professional Qualification for Headship).
- Supported Middle Level Leaders to secure Deputy Headship posts.

### Literacy and Numeracy

- Implemented the +1 Maths Support programme to support attainment in a number of skills at the end of every Key Stage. (LS02/A027)
- Provided targeted support to improve standards in Key Stage 3 particularly in reading, writing and mathematics in combination. (LS02/A007)
- Provided a targeted support programme for individual schools to improve writing and mathematics. (LS02/A013)
- Devised and implemented the Regional Literacy Strategy to reflect the new requirements of the National Literacy Programme and a numeracy strategy to reflect the new requirements of the National Numeracy Programme and supported schools to implement the new frameworks. (LS02/A017)
- Continued to support programmes such as Catch Up Literacy and Numeracy and Fresh Start Phonics in schools and PRUs and establish tracking and monitoring procedures to evaluate the impact of the schemes. (LS02/A016)
- Programme 1a&b - Support for HOD Maths and English
- Programme 2a&b - Primary-Big Maths/Y2&Y6 Teacher Assessments and supporting numeracy in KS3 including the effective implementation of Numeracy Nailed
- Programme 2c&d - Primary-Big write/Y2&Y6 Teacher Assessment and supporting writing in KS3 including the effective implementation of power writing
- Programme 3 - Catch-Up Literacy and Tracker
- Embedded the LAP/NAP programmes in settings, schools and community groups.

### Key Stage 3

- Devised and implemented a Key Stage 3 Strategy and development programme to improve performance. (LS02/A015)

### Target Setting

- Ensured commissioned support for the school target setting process is effective at identifying and challenging schools that set unambitious targets. (LS02/A011)

### Key Stage 2

- Prioritised performance against the core subject indicator in Key Stage 2, so individual pupils achieved level 4 in Language, Maths and Science. (LS02/A022)

### Welsh

- Reviewed the Welsh in Education Strategic Plan (WESP) and submitted to Welsh Government for approval.

### Governors

- Delivered the annual Consortium Governor Conference in March 2013
- Supported the Vale School Governors Association (VSGA)
- Delivered the termly Governor Newsletter, managed governor recruitment effectively, facilitated DBS checking and developed the website.
- Supported Governors to effectively deal with complex school issues.
- Assessed and submitted governing body portfolios to secure the Governors Wales Quality Bronze Award (QBA)
- Supported Federation activities in identified schools

### What impact have these actions had?

- Standards improved in the Foundation Phase, Key Stage 2 and Key Stage 4 and significantly in Key Stage 3, including the +1 levels for the more able. There remains more work to be done.
- 86% of schools inspected by Estyn were awarded judgments of 'Good' or Better'
- Overall improvements in attainment levels across all Key Stages:

	Academic Year 2011/12			Academic Year 2012/13		
	Actual	Nat. Avg.	Nat. Rank	Actual	Nat. Avg.	Nat. Rank
KS2 CSI	<b>86.0%</b>	82.6%	5	<b>88.0%</b>	84.3%	=3
KS3 CSI	<b>72.4%</b>	72.5%	13	<b>82.5%</b>	77.04%	4
KS4 Avg point score	<b>515.7</b>	465.0	2	<b>557.2</b>	501.2	3
KS4 level 2+ threshold	<b>55.3%</b>	51.1%	5	<b>55.4%</b>	52.7%	7

### What do we plan to do in 2014-15?

Support and challenge

- Launch the new National Categorisation Model for schools based on a consistent evaluation of the standards, provision and leadership of schools and implement the Support and Challenge framework of the JES. (PIAP 2.1, 2.2).
- Commission school-to-school support from CSCJES including the development of School Improvement Groups (SIGs) and Pathfinder schools to support category C/D schools.
- Commission targeted support for schools in an Estyn monitoring category and, where appropriate, identify options for federation and other interventions. (PIAP 2.4)
- Undertake the following in relation to school progress meetings:
  - Conduct the meetings with under-performing schools through Scrutiny Committee; (PIAP 3.2)
  - Review the impact and format of the meetings; (PIAP 3.1)
  - Issue pre-warning letters and formal warning letters as appropriate; (PIAP 3.3, 3.4)
  - Use statutory powers where appropriate to effect change (PIAP 3.5)
- Monitor and evaluate outcomes against the JES performance framework and brief Vale of Glamorgan Scrutiny Committee members appropriately
- Participate in new style regional Challenge and Review meetings delivered by Welsh Government
- Introduce regional approach to improved moderation of statutory teacher assessment at the end of all Key Stages

#### Literacy and numeracy

- Commission, implement and review additional targeted support in identified schools for Phase 3 of the National Literacy Framework and National Numeracy Framework National Support Programme in order to improve the quality of leadership of literacy and numeracy in all schools. (PIAP 1.1) (LS7)
- Commission Speech Links and Language Links in all Primary schools to improve standards in oracy. (PIAP 1.4)
- Continue to roll out the National Literacy and Numeracy Frameworks including statutory new numerical reasoning test to improve attainment in reading, writing and maths. (LS7) (PIAP 1.5)
- Identify underperformance in Mathematical Skills and Language, Literacy and Communication in the Foundation Phase much earlier than is currently the case, particularly for boys. (IO7)
- Improve the quality of teaching of Reading, Writing and Number and the quality of leadership of these key areas in all schools. (IO7) (PIAP 1.3)

#### Leadership and management

- Improve the quality of leadership and management in schools. (PIAP 1.6)
- Regularly evaluate the effectiveness of schools performance and quality of leadership and management and ensure that re-categorisation takes place as appropriate. (PIAP 2.2)

#### School data

- Improve the reporting of school performance data to include the Learning and Skills Partnership and CYPP and include comparisons against Flint and matched English authorities. (PIAP 1.7)

#### Target setting

- Ensure that improvement targets for schools, match or exceed both WG model predications and the most appropriate FFT estimates (usually Model D). (PIAP 2.1)

#### Risk

- Devise a Risk Log which captures key education-related risks and implement effective Local Authority quality assurance processes to ensure a consistent and robust approach to school challenge against the risk register. (PIAP 2.2) (PIAP 7.6)

#### Governors

- Commission a Governor capacity-building programme and implement the strategic placement of LA appointed school Governors. (PIAP 2.3)
- Promote the Governors Wales Quality Bronze Award and Chair of Governors peer reviews between identified schools (PIAP 2.3)
- Revise school partnership agreement with Governing Body. (PIAP 3.6)

#### Collaboration

- Ensure the implementation of the National Model for Regional Working with the Central South Consortium Joint Education Service, including the transfer of specialist HR, governor support and 14-19 functions. (LS8)

#### Attainment

- Establish consistency in securing higher achievement in all schools across the authority, particularly in KS4 and identified schools. (IO7) (LS6)
- Improve school based systems to secure much better 'read-across' at all levels and within all Key Stages i.e. one pupil achieving in both English and Maths in combination. (IO7) (LS6)

#### **How will we know if we're achieving our objective?**

- Improved performance in statutory End of Key Stage Teacher Assessment: initial analyses June annually, final and comparative in October annually.
- Improved performance in external GCSE examination in August, final analyses December annually, particularly in identified schools.
- School inspection grades improve as evidenced in annual end of year analysis: August annually
- Reduction of number of schools in C/D categories: August annual analysis
- Termly evaluation of JES accountability processes (CMI Trackers) reveal effective service delivery.
- Feedback from Estyn LAESCYP monitoring visits.

The following measures will also help us to monitor our progress:

- The percentage of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A\*-C in English or Welsh first language and mathematics.



- The percentage of 15/16 year olds achieving:
  - 5 or more GCSEs at grades A\*-C or the vocational equivalent;
  - 1 or more GCSEs at grades G or above or the vocational equivalent;
  - the core subject indicator.
- The percentage of pupils at Key Stage 4 who achieve a level 2 in English / Maths.
- The percentage of pupils assessed at the end of Key Stage 2 / Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.
- The average point score for pupils aged 15 as at the preceding 31 August, in schools maintained by the local authority.
- The percentage of all pupils (including those in local authority care) in any LA maintained school, aged 15 as at the preceding 31 August who leave compulsory education training or work based learning without an approved external qualification.
- The percentage of schools inspected by Estyn during the year where the quality of: leadership; provision; achievement and wellbeing was judged to be good or better.

#### **What do we plan to do in 2015-18?**

- Continue to improve pupil attainment and secure school improvement. (LS6)
- Fully implement the National Model for School Improvement embedding strong school-to-school support.
- Fully implement the National Literacy and Numeracy Frameworks.(LS7)
- Satisfy Estyn that the recommendations in the 2013 LAESCYP report have been fully addressed.

**Objective 2:** To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.

The following **Corporate Plan** objectives will be undertaken this year as a part of this objective:

- LS1 Implement the School Investment Programme including Penarth Learning Community, the phased remodelling of Llantwit Major High School, the expansion of Ysgol Dewi Sant and Ysgol Nant Talwg and schemes in relation to the Barry cluster of schools. (2017/18)
- LS2 Develop, consult on and implement a School Reorganisation Programme to ensure the right schools are provided in the right places. (2017/18)
- LS3 Review the feeder school system for determining admissions to secondary schools. (2017/18)
- LS9 Increase opportunities for adults to gain qualifications for their learning and to improve quality in the learning experience (2016/17)
- LS13 Collaborate with partners to increase Welsh medium learning activities for adults (2016/17)
- LS17 Engage with adult learners of all ages to improve skills and remove barriers to learning and employment (2016/17)
- LS18 Develop reading strategies through the Library and Information Service to support improvements in standards of literacy and promote enjoyment in reading for all ages. (2013/14)
- LS19 Reintroduce a mobile library service in partnership to improve access to library services following consultation about how the service will be delivered. (2013/14)
- LS20 Promote digital inclusion by extending information literacy activities in libraries. (2014/15)

The following **Improvement Objectives** will be undertaken this year as a part of this objective:

- IO1 To improve employability of local people by facilitating learning opportunities, vocational and employment skills.

The following **Estyn Recommendations** will be addressed this year as a part of this objective:

- R1 Raise standards in schools, particularly in Key Stages 2 and 3.
- R4 Make sure that planning for improvement is thorough and consistent throughout all services.
- R5 Ensure that robust systems are in place for evaluating the outcomes of initiatives and that they demonstrate good value for money.

### **The context for this objective**

- There is a discernible link between the quality, condition and suitability of a learning environment and the outcomes achieved by learners within that setting. It is therefore important that we continually seek to improve the suitability of our learning settings and environments.

- One of the objectives of the 21<sup>st</sup> Century Schools Programme and School Investment Programme is to improve the long term efficient use of resources within the education sector.
- The Council has a legal duty to ensure that children receive continuous education during term time. The risk of un-planned school closures is reduced through undertaking regular condition surveys and a long term capital maintenance plan informing the Education capital programme.
- The Council has a legal duty to meet parental demand for English medium, Welsh Medium or denominational education within a reasonable distance from the learner's home.
- Our statutory responsibilities for the provision of library services are detailed in the Public Libraries and Museums Act 1964. We are required to:
  - Provide an efficient and comprehensive service for all;
  - Provide facilities for the borrowing of books and other library resources to all who live, work or study full-time in the authority;
  - Provide access to books and other resources sufficient in range and quality to meet the general requirements both of adults and children;
  - Encourage the use of the library service by both adults and children and to provide the necessary advice and assistance on use.

### **How are we doing?**

#### School Investment Programme

- Band A of the 21<sup>st</sup> Century Schools Programme is on target to be completed by 2018.
- Construction of Ysgol Nant Talwg, Barry started in November 2013 and the new school building is due to open in September 2014.
- Outline Business Cases to release Welsh Government funding were submitted in December 2013 for Ysgol Dewi Sant, Llantwit Learning Community and the expansion of Welsh Medium Education in Barry.
- School Re-Organisation proposals for the Rural Vale and Barry have been considered and approved by Cabinet.
- The Vale of Glamorgan's use of pattern book design schools in the 21<sup>st</sup> Century Schools Programme is a first in Wales and is being promoted by the Welsh Government as an exemplar project.
- The level of surplus capacity in Vale schools (12.6%) is relatively low. The Vale's performance ranks 2/22.
- Constructing Excellence Wales has recognised the Penarth Learning Community as an exemplar scheme.

#### Libraries

- As a key public facing service for the council the library service achieves the Public Library standards relating to access, having 94% of the population in the Vale living within 2.5 miles of a library and providing 127.23 aggregate opening hours per 1000 residents.
- The library service achieves all standards on new stock, including expenditure per population, the replenishment rate, percentage purchase of Welsh language materials and supply of requested books. The service also meets standards

relating to provision of ICT facilities and online resources, which includes online references sources, newspapers and community information as well as freely downloadable eBooks and eAudio books.

- The library service is in contact with a wide range of Vale residents and visits to the library during 2012/2013 were over 738, 000, with additional visits to the library website of over 153,000. Nearly 13,000 people, a great number of them children and young people, attended an event or activity in the library.
- A survey of children’s satisfaction rates in 2011 and adults in 2012 attests to the fact that libraries are a valued service to the community. 99% of children and 96% of adults said they were satisfied or very satisfied with the service.
- The library service achieved 6 of the 9 Welsh Public Library Standards in 2012/2013. 6 was the average number of standards met by Welsh authorities, the highest number achieved by any authority being 8 and the lowest 3. The Vale has since met a 7<sup>th</sup> standard since April 2013 and a further two will remain partly met.

Key service risks to the delivery of this objective include:

<i>Risk</i>	<i>Likelihood score</i>	<i>Impact score</i>	<i>How will it be managed?</i>
Business Continuity Risk of school closure due to building failure	2	3	Long term planned maintenance programme to prioritise works and reduce risk of unplanned school closure
Sustainability Failure to deliver schemes to meet the Council’s energy efficiency, social inclusion and community involvement targets	2	3	Robust project management and governance systems are in place to ensure projects meet aims and objectives with the required timescale and budget
Health and Safety Insufficient funding to carry out all prioritised asset renewal schemes which increases H&S related risks	2	3	Funding is prioritised to the schemes that address the highest H&S risks
Equalities Failure to meet demand for Welsh Medium education or to comply with the requirements of the Equality Act 2010.	2	3	Parental preference survey completed in November 2013 to confirm long term demand for Welsh Medium education and inform forward planning to meet the need. Prioritisation of funding to meet children’s needs through physical alterations to buildings.
Financial Management Failure to secure additional WG capital funding through the 21 <sup>st</sup> Century Schools Programme. Failure to secure capital receipts to fund the School	2	3	High quality documentation fully meeting WG criteria will be submitted for 21 <sup>st</sup> Century Schools funding. Realistic estimates of potential capital receipts to be included within the School Investment

Investment Programme.			Programme.
Failure to reduce surplus places impacts on effective resource management in schools.	2	3	Continuing monitoring of pupil projections at individual schools to assess if surplus accommodation can be removed.
Failure to achieve library objectives due to loss of staff or staff capacity.	2	4	Restructure staff to ensure all areas of development are covered. Staff training. Use of volunteers to provide capacity.
Failure to achieve library objectives due to detrimental effect of savings or failure to achieve incomes.	2	2	Look at alternative sources of income, look for grant opportunities and work with partners.

Key sustainability issues relating to the delivery of this objective include:

<i>Sustainability Issue</i>	<i>How will it be managed?</i>
Reduction on CO2 emissions from the school estate	SALIX funding will continue to be advertised to schools to reduce emissions from existing buildings. All new buildings are to meet BREEAM Excellent standard
Surplus places in schools	Continuing monitoring of pupil projections at individual schools to assess if surplus accommodation can be removed.
Ongoing improvement of buildings to ensure fitness for purpose in the long term.	Prepare building maintenance schedule to deal with priority issues first.
Ensure continued level of support for learners in libraries according to the demand for new areas of interest.	Identify alternative methods for delivering learning support. Gather information about learning priorities. Introduce new and attractive learning opportunities.
Capacity to work with partners to deliver outcomes	Identify common areas of interest. Define different levels of support and the purpose and objectives of support in libraries.

Key equality issues relating to the delivery of this objective include:

<i>Equality Issue</i>	<i>How will it be managed?</i>
Increasing demand for Welsh Medium education, especially in Barry	Completion of Ysgol Nant Talwg to a 210 places school and proposals to expand Ysgol Gwaun y Nant to 420 places.
Disabled access to schools	The rolling programme of improvements to accessibility will continue, within the limited resources available.
DDA issues in two libraries.	Prioritise capital funding for Llantwit Major and St Athan libraries to improve access to

	facilities.
Provision of ICT access for library users.	Continued free access for everyone who does not have access to IT at home. Prioritise entry level taster sessions for people in need of basic ICT skills.

Effective consultation and engagement activities continue to be a key method by which we can gain an understanding of the views of residents and learners and address them appropriately. Consultation/engagement activities already undertaken or coming up include:

<i>Consultation undertaken 2013/14</i>	<i>Consultation planned 2014/15</i>
Informal consultation on the change from single sex secondary education to co-ed in Barry.	If approved by Cabinet, formal consultation on Co-educational secondary education in Barry.
Formal consultation on the expansion of Welsh medium education in Barry.	Statutory notice on the expansion of Welsh medium education in Barry.
Formal consultation on the amalgamation of Eagleswell and Llanilltud Fawr Primary schools, Llantwit Major.	Statutory notice on the amalgamation of Eagleswell and Llanilltud Fawr Primary schools, Llantwit Major.
Library Review Consultation during Autumn 2013 seeking views on the library service.	Library Review Consultation during Spring 2013 seeking views on options for the library service.
CiPFA Plus Children's and Young People's User Survey.	
Parental preference survey re: English/Welsh medium education	

In line with our corporate priorities and Welsh Government requirement, we continue to explore and promote opportunities for working collaboratively locally and regionally in order to deliver improved services for customers and deliver savings. Our contribution to the collaboration agenda is evidenced in our participation in the following projects.

<i>Collaboration undertaken 2013/14</i>	<i>Collaboration planned 2014/15</i>
Work with Job Centre Plus and ACL to provide work clubs for new jobseekers in need of basic digital and job seeking skills.	Continuing to develop ongoing collaborative projects.
Work with People's Collection Wales, local history groups and volunteers to digitise the library photograph collection and photographs donated by Vale residents.	
Work with the South Wales Literature Project to deliver a literacy project which involved working with a school in the Vale.	

## **What did we do in 2013-14?**

- Developed a reading strategy through the library service to support improvements in standards of literacy and promote enjoyment in reading for all ages. (LS04/A037, LS18)
  - Ran a TeenQuest challenge for teenagers.
  - Promoted the 6 books challenge to engage with reluctant adult readers.
  - Delivered a literacy project with a Vale school.
  - Ran a successful summer reading challenge for children.
  - Developed plans to introduce reading groups.
- Introduced a programme of surgeries and information sessions on the use of digital services for the community. (LS04/A040, LS20)
  - Provided weekly work clubs for jobseekers needing digital skills.
  - Trained and worked with volunteers to digitise some of the library photos.
  - Held 2 heritage days to encourage residents and groups to bring in their photos.
  - Promoted and demonstrated ebooks and eAudio books.
- Developed an information literacy model based on the Wales information Literacy Framework for school pupils. (LS04/A039, LS20)
- Progressed learners on Family programmes to mainstream provision to develop their skills further. (LS05/A046)
- Worked with partners to develop a joint essential skills strategy (LS08/A073, LS15)
- Implemented changes to the catchment areas for Penarth Primary Schools. (LS12/A109, LS3)
- Evaluated the effectiveness of the online admissions process for the September 2013 reception intake to schools. (LS12/A113)
- Expanded the Welsh Medium Seed Schools to accommodate growing pupil numbers. (LS09/A081, LS1)
- Developed and consulted on a School Reorganisation Programme and School Investment Programme. (LS12/A108, LS2)
- Continued to work on the Penarth Learning Community scheduled for completion in late 2014. (LS09/A082, LS1)
- Assessed effective team planning practice from other local authorities with WLGA support. (PIAP 4.1)
- Developed the Directorate Service Plan 2014-15 to clearly link with the PIAP. (PIAP 4.6)
- The Standards Board continued to review Service Level Agreements to ensure they contain robust performance measures. (PIAP 5.4)

## **What impact have these actions had?**

- The Early Intervention Base and Tier 2 provision are now fully operational.
- The catchment review in Penarth ensures that the catchment population is better aligned to the school capacity reducing the risk of refusing a place to a child living in catchment.

- Libraries were proactive in addressing the needs of new jobseekers sent by job centres to open an online Universal Jobmatch account on the government's gov.uk website. A CyMAL grant was secured to provide awareness training for all Library staff in this new digital by default service. Funding was also provided to run weekly library work clubs giving basic job searching support and basic ICT skills for people new to online services. A useful partnership was developed with Job Centre Plus to share information and knowledge and to signpost jobseekers. The lessons learnt will help prepare libraries to meet the increased challenges when the full universal credit programme is rolled out.

## **What do we plan to do in 2014-15?**

### Libraries

- Reintroduce a mobile library service following a consultation about how the service will be delivered. (LS19)
- Refurbish the library in Llantwit Major (subject to a successful grant application).
- Complete the review of the library service and implement the outcome of the review.
- Promote digital inclusion by extending information literacy activities in libraries. (LS20) (IO1)
- Develop reading strategies through the Library and Information Service to support improvements in standards of literacy and promote enjoyment in reading for all ages. (LS18)

### School Investment

- Open the Penarth Learning Community in October 2014. (LS1)
- Open the new build 210 place school for Ysgol Nant Talwg, Barry in September 2014. (LS1)
- Complete the statutory process to amalgamate Eagleswell and Llanilltud Fawr Primary Schools. (LS1)
- Start building work at Ysgol Dewi Sant, Llantwit Major and Oak Field Primary schools (if approved). (LS1)
- Undertake a feasibility study on co-educational secondary school provision in Barry. (LS1) (LS2)
- Develop proposals for the Penarth cluster of schools.

### Planning

- Redevelop the team planning process throughout the Directorate ensuring that plans show milestones, quantifiable targets, identified resources, business planning for improvement and clear links to service, corporate and strategic plans. (PIAP 4.2, 4.3)
- Develop a system for monitoring and reviewing the delivery of services in relation to plans. (PIAP 4.5)
- Implement Outcome Based training throughout the Directorate with guidance document and training for all managers. (PIAP 5.1)
- Review performance information and reporting systems in relation to informal learning. (PIAP 7.3)

### Financial management



- Review cost centre management structure for education services and develop and deliver cost-centre management training for non-financial managers. (PIAP 5.2, 5.3)
- Undertake an impact assessment of the loans scheme for schools. (PIAP 7.1)

#### ACL

- Engage with adult learners from the target groups to improve skills and remove barriers to learning and employment. (LS17) (IO1) (LS9)
- Develop a strategic approach to curriculum planning that reflects the profile of the community and addresses the needs of the priority learners. (IO1) (LS9)
- Embed essential skills and digital literacy throughout the curriculum. (IO1) (LS9)
- Undertake initial essential skills assessments/diagnostic with all learners enrolling for courses over 10 hours. (IO1) (LS9)
- Track monitor and record outcomes of learners using initial assessment data as baseline. (IO1) (LS9)
- Work in partnership with communities 2.0, Communities First and the Library Service to increase Universal Job-match training and develop a programme of digital inclusion. (IO1) (LS9)
- Train Development staff and Tutors in the use of social media. (IO1) (LS9)
- Improve standards in teaching through regular classroom monitoring and course improvement programmes. (IO1) (LS9)
- Collaborate with partners to increase Welsh medium learning activities for adults. (LS13)

#### **How will we know if we're achieving our objective?**

- The Penarth Learning Community building will be complete to allow the schools to re-locate in Autumn 2014.
- The 210 place Ysgol Nant Talwg will be completed in August 2014 to allow the children to transfer to the new school in September.
- Building work will start on Dewi Sant and Oakfield schools in November 2014.
- The service is able to successfully implement the main recommendations of the library review.
- The library service is able to adapt and change to meet identified needs and goals and to make best use of assets for the local community as agreed by the outcome of the library review.
- The library service continues to achieve the average or above average Welsh Public Library Standards.

The following measures will also help us to monitor our progress:

- Customer satisfaction with adult education services.
- Adult users overall satisfaction with Library services (surveyed on a three year cycle).
- Children users overall satisfaction with Library services (surveyed on a three year cycle).
- Percentage success rates on:
  - accredited ACL provision;
  - accredited Adult Literacy and Numeracy courses;

- ESOL courses.
- Number of accredited outcomes achieved by learners through the youth service.
- The number of books issued to customers in English / Welsh / other languages.
- Percentage of adult tutors holding an initial teacher training qualification.
- The number of visits to Public Libraries during the year, per 1,000 population.
- Expenditure per 1,000 population on books and other materials.
- The percentage of library material requests supplied within 7 calendar days.
- The number of library materials issued, during the year, per 1,000 population.
- The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 2 / 3.
- Percentage of schools with 25% of places unfilled.
- The percentage of surplus places in primary / secondary schools.
- The percentage of pupils who get into their first preference school.
- The percentage of admissions applications processed within 10 days.
- The percentage of Key Stage 2 primary school classes with more than 30 pupils.

### **What do we plan to do in 2015-18?**

- Complete the Llantwit Learning Community in 2017. (LS1)
- Progress proposals and if approved amalgamate Barry Comprehensive and Bryn Hafren Comprehensive schools. (LS1) (LS2)
- Develop and gain approval for 21<sup>st</sup> Century Schools Band B projects.
- Review the feeder school system for determining admissions to secondary schools. (LS3)
- Develop, consult on and implement a School Reorganisation Programme to ensure the right schools are provided in the right places. (LS2)

**Objective 3:** To promote health and wellbeing and ensure the safety of our learners, particularly those with Additional Learning Needs and our most vulnerable learners.

The following **Corporate Plan** objectives will be undertaken this year as a part of this objective:

- CYP4 Support children in need and their families to engage positively with schools and support services to improve attendance and attainment. (2014/15)
- CYP11 Develop the skills of young people to work with schools and youth support services to achieve the Welsh Government's National Standards for Children and Young People's Participation, increasing opportunities for their involvement in decisions that affect them and giving them a voice. (2014/15)
- LS4 Support and challenge schools through the Attendance Forum to improve attendance and achieve their individual school attendance targets. (2013/14)
- LS5 Work with schools to utilise the Pupil Deprivation Grant to provide targeted interventions and improve the attainment of pupils receiving free school meals. (2014/15)
- LS10 Increase education provision for children and young people on the Autistic Spectrum. (2013/14)
- LS11 Extend the Investors in Families Initiative and implement the Putting Families First initiative to increase engagement with parents.
- LS12 Utilise grant funding to improve the achievements and outcomes for looked after children and children leaving care. (2013/14)
- LS16 Work with partners to develop appropriate strategies for engaging with young people and reduce NEETs pre and post 18. (2013/14)
- CPS7 Use data from schools to develop appropriate interventions and training to reduce bullying and support vulnerable children and young people. (2014/15)

The following **Improvement Objectives** will be undertaken this year as a part of this objective:

- IO5 To reduce the number of young people who are not in employment, education or training (NEET).
- IO7 To support and challenge schools in order to improve pupil attainment levels at Key Stages 2, 3 and 4.

The following **Estyn Recommendations** will be addressed this year as a part of this objective:

- R6 Strengthen arrangements for monitoring and evaluating the wellbeing of children and young people.

### **The context for this objective**

- The promotion of health, wellbeing and safety is of paramount importance. Fundamental to this, is the need to effectively safeguard all our children and young people, particularly those most vulnerable.
- Safeguarding is a key priority and the Council has statutory responsibilities to safeguard all our learners, in all our settings.

- The Directorate of Learning and Skills works with Social Services, and other key partners including Health and the Police to ensure improved outcomes for children and young people and secure the Council's statutory responsibilities.
- The Council's Safeguarding Children Board, co-ordinates action to safeguard and promote the welfare of children and young people. This Board provides effective strategic direction to the work of the Council in partnership with the Corporate Safeguarding Steering Group whose work is embodied in the Safeguarding Action Plan.
- The Vale has a number of learners deemed to be vulnerable due to a range of factors affecting their general wellbeing. Improving the wellbeing of all our learners but particularly our most vulnerable is a key priority of the Council as set out in our vision for Education 2015.
- The term 'vulnerable children' includes looked after children, for whom the council has a corporate parenting obligation, pupils with additional learning needs, those pupils with specific challenges to secure effective learning, excluded pupils or pupils at risk of exclusion, members of ethnic minority groups, including travellers and asylum seekers and our more able and talented pupils. The term 'vulnerable' in this context also encompasses adults with low levels of basic skills, those not in education, training or employment and those young people leaving care.
- The Council is committed to reducing the relative gap in achievement between those pupils eligible for free school meals and those who are not.
- A commitment to inclusion underpins high quality education services to children and young people. The service supports learners with a range of needs from our most vulnerable with complex and challenging needs to our most able and talented.
- The need to secure a graduated response to identified need underpinned by qualitative and quantitative information is a crucial part of the work of the School Improvement and Inclusion Service.
- The Council has a duty to assess and review pupils with special educational needs and ensure that procedures are followed in accordance with the statutory requirements and regulations.
- The Educational Psychology Service is a professional support service provided by the Council to enable it to meet its statutory obligations under the Children's Act 1996 and the SEN and Disability Act 2001.
- The Complex Needs Assessment Service manages the statutory assessment and review of pupils with special educational needs and ensures that procedures are followed in accordance with the statutory requirements and regulations.
- The links between good attendance at school and positive learner outcomes are reciprocal and mutually supportive. Relatively small decreases in attendance can have a detrimental effect on learner outcomes.
- Pupil attendance in Vale schools is not as good as it could be. The Council is committed to improving attendance through a step change approach namely the adopted Callio Model. Pupil attendance in Wales lags behind that of England by some 2%. As a result, we have highlighted school attendance as a key improvement objective and have developed specific actions to target improvements.
- In the directorate's mission statement 'Education 2015', engagement with parents and carers is identified as a key priority.
- The UNESCO Policy Guidelines on Inclusion and Education (2009) states that 'Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners'.

- The Council has a responsibility to meet the Youth Guarantee as part of the Welsh Government's Engagement and Progression Framework. The Youth Guarantee is the offer, acceptance and commencement of a suitable place in education or training for any young person making the first time transition from compulsory education at age 16.
- In order to continue to reduce the number of young people not in employment, education or training (NEETs) between the ages of 14-19, we must improve our early identification process, giving us a clearer understanding of the range and mix of young people's needs in the Vale. In order to implement the Youth Guarantee, we intend to engage with all providers of education and work-based learning to ensure that they are developing an appropriate mix and balance of provision locally.
- The implementation of a Cashless Catering/Online Payment and Management Information System allows us to collect data and information regarding food procurement, nutritional values, income and financial management, specific dietary requirements and the uptake of paid and free meals.

### **How are we doing?**

- Informed by high quality data analysis and supported by carefully targeted interventions, the achievements of groups of learners are good: groups at risk of underachievement generally out-perform national comparators and groups with the potential for high achievement secure appropriate success.

#### **LAC**

- The performance of LAC within the FP, KS2 & KS3 in 2012 was generally comparable with non-LAC and higher than that usually observed nationally.
- 73% of LAC leaving care in 2012/13 achieved at least one qualification and 35% achieved 5 or more GCSEs at grades A\* to G compared with 34% in Wales as a whole. Average point score in external qualifications in that year were 375 (highest in Wales) in comparison with Wales LAC average of 221.
- LAC attendance at primary and secondary levels achieved a top quartile performance in the National Indicators.
- No LAC pupils have been permanently excluded in the last five years. LAC fixed term exclusions have reduced from an average of 10 days in 2010-11 to 7.9 days in 2011-12.
- A LAC School Council is well established. It has recently been involved in the development of an updated information pack for children new into the care system and previously contributed to the production of the Elected Members' Guide to Corporate Parenting.

#### **SEN/ALN**

- Vale SEN pupils achieved higher outcomes than for Wales for almost all performance indicators and at all key stages in 2012.
- At KS2 in 2012, L4+outcomes for Vale SEN pupils were similar to or above the all-Wales SEN means for all performance indicators except the CSI.
- At KS3 in 2012, L5+outcomes for SEN pupils were above the all-Wales means for all performance indicators except Welsh.
- At KS4 in 2012, outcomes for SEN pupils were above the all-Wales means for all the main performance indicators.

- The performance of disaggregated SEN groups also indicates that a majority of Vale SEN pupils achieved higher outcomes than those nationally in the previous year.
- Fifty-eight students from the three special schools attended mainly OCN-accredited college-based courses in a range of subjects. All students completed the course and students on all but one course achieved 100% attainment and successful completion.
- In January 2013 the LA maintained 427 statements of SEN This continues the downward trend in the number of statements maintained by the LA from 432 in 2012.
- The Council has improved performance for producing statements with and without exceptions, which is now 100% in 2013.
- The Unlocking the Potential grant has enabled us to the use the expertise of the special schools to support mainstream schools meeting the needs of pupils with ALN. The service provided by the outreach service from Ashgrove School is sector leading. The Outreach Service has been maintained and developed post grant funding in-line with the ALN strategy to develop special schools as centres of excellence.
- A range of specialist resource bases attached to mainstream schools support pupils with Hearing Impairment, Physical/Medical Needs, MLD, Speech and Language Difficulties and Behaviour Difficulties. Pupils make good progress. The resource base at Cogan Primary schools for children with a hearing impairment has been recognised by Estyn as excellent.
- The ALN strategy has identified the need to further develop the continuum of provision for pupils with Autistic Spectrum Disorder. An Early Intervention Base has been established at Ashgrove School for foundation phase children.
- Parents are fully involved in the assessment of their children's needs through the statutory assessment process and through annual reviews. This results in few statements being disputed. Since 2010/11, 4 appeals have been lodged by parents to the SEN Tribunal for Wales (SENTW). All of these appeals were resolved and as a consequence there have been no tribunal hearings during this period.

#### Estyn

- Most schools (94%) are judged good or excellent by Estyn for Health and Wellbeing.
- The current performance of the PRU in its recent Estyn inspection (February 2013) was judged as good.

#### Health

- All schools and Pupil Referral Units (PRUs) have achieved an accredited Healthy Schools Scheme award and most (95%) have achieved phase 3 compared with the Welsh Government (WG) target for the number of schools achieving phase 3 by 2012 of 60%. 4 schools in the Vale of Glamorgan (6%) have achieved the National Quality Award – the highest level of Healthy Schools Award. This exceeds the target set by the Welsh Government that 3% of schools in Wales achieve the award by 2012.
- All primary schools in the Vale are compliant with Appetite for Life nutritional legislation and all comprehensive schools are currently working towards compliance.

- All secondary schools are fully engaged with the 5x60 sport programme. Primary schools enjoy active engagement with Dragon Sport.
- “Insport” (an accredited scheme) provides effective support to sporting clubs in the community in order to develop inclusive activities for the disabled. This is increasing opportunities for the physical wellbeing of our vulnerable groups.
- Pupils from special schools are trained as 6<sup>th</sup> Form Sport Leaders. 16+ pupils at Ysgol Maes Dyfan Special School are currently being mentored by the Disability Sport Officer and Dragon Sport Officer to achieve an extended Active Young People Sports Leader Award in order for them to run sessions for younger pupils at the school.
- 6% of schools have achieved the highest level of Healthy Schools Award. This exceeds the Welsh Government target by 3%.
- 94% of schools have gained good or excellent in the CIF for Health and Wellbeing.

#### Counselling

- All secondary schools receive a regular counselling service. Young people in secondary schools report good outcomes from the school based Counsellor.

#### Safeguarding

- 18 Primary Schools are engaged with the Kerb-craft practical child pedestrian training scheme.
- Pupils know what to do if bullied. The Vale has an anti-bullying strategy; and the anti-bullying forum is a network for sharing good practice and information relating to anti-bullying issues.
- Clear safeguarding policies and guidelines in relation to child protection arrangements are provided to all learning settings. The LSCB delivers highly regarded training programmes.
- In her annual evaluation of social services performance across all 22 local authorities in Wales in 2012, the Chief Inspector for Social Services described the Vale’s performance in safeguarding children as good.
- LA staff and commissioned services, particularly in the CSCJES, Designated Senior Persons and Deputies and Governors, receive safeguarding training and comply with LA policies.
- Each school has its own safeguarding, anti-bullying and physical intervention policies based on the guidance issued by the LA, monitored by the Safeguarding Officer.

#### Attendance

- Attendance in primary schools improved by 0.8% to 94.5% in 2011-12 and was ranked =6<sup>th</sup> highest in Wales LAs. FSM benchmarking comparisons placed the Vale 2<sup>nd</sup> for primary school attendance. Unauthorised absence reduced to 1.0% in 2012-13 but is above the Welsh average (0.9%). A significant proportion of unauthorised absences (0.4%) were attributable to family holidays being taken in term time
- Analysis of absence distribution within primary schools in 2011-12 indicated that a higher proportion of pupils had high levels of attendance (94%+) and a lower proportion had low levels of attendance (<90%) compared with the all-Wales means.
- Attendance in secondary schools improved by 0.6% to 93.3% in 2012-13. This level is above the Welsh average and was the sixth highest in Wales LAs.

Unauthorised absences remained at 1% in 2012-13 and ranked the Vale =9<sup>th</sup> against the other LAs. This is below the Welsh mean of 1.3%.

- Analysis of absence distribution within secondary schools in 2011-12 indicated that a similar proportion of pupils had high levels of attendance (94%+) and low levels of attendance (<90%) compared to the all-Wales means. Unauthorised absences remained at 1% in 2012-13 and ranked the Vale =9<sup>th</sup> against the other LAs. This is below the Welsh mean of 1.3%.
- Attendance at college by pupils is good; absences are carefully monitored and all absences are promptly reported to schools. Expectations and standards achieved have risen year on year so that, from Year 10, all courses lead to qualifications at Level 2.
- Pupils with extremely low levels of attendance receive intervention from Alternative Learning Support Programme (ALSP) and the difficult to Engage Panel (DTE). As a consequence a number of potential NEETS have reengaged in education and achieved formal qualifications.

#### Exclusions

- Since 2009/10 there have been no permanent exclusions from primary schools. Rates of permanent exclusion from secondary schools remain low. In 2012/13, 4 pupils were permanently excluded, which was below the Welsh average.
- Rates of fixed term exclusions of 5 days or fewer in secondary schools have been consistently low when compared to all Wales data. The current rate is 39.7 per 1000, seventh in Wales, whilst the Welsh average is 57.2 per 1000. The rate of fixed term exclusions of 6 days and over in secondary schools was 3.8 per 1000 pupils in 2012/13. This was the tenth lowest in Wales and slightly below the Wales average of 4.0.
- Rates of fixed term exclusions of 5 days or fewer in primary schools are low. The rate per 1000 is 3.5 in the Vale compared to a Welsh average of 8.9. Rates of fixed term exclusion of 6 days or more in primary schools are low. The rate per 1000 is 0.17 compared to a Welsh average of 0.8.
- The average number of days lost for fixed term exclusions of 5 days or fewer has dropped from 2.3 in 2011/12 to 2.0 in 2012/13. Due to the low rate of exclusions, the total number of days lost to exclusions of 5 days or fewer in secondary schools is very low.

#### Family engagement

- 68% of schools and Flying Start are involved in the Investors in Families (IiF) scheme and engaging with their “harder to reach” families. This level of participation is the highest in Wales.
- Putting Families First delivers a wide range of activities and information to support families through 18 schools.
- The LA has effective parent partnership relationships and works well with SNAP Cymru to resolve disagreements. There have been no tribunal hearings since 2005, 9 appeals have been lodged since 2009 all of which have been resolved without the need of a hearing.
- A highly effective Nurture Parenting programme is delivered in schools with 123 parents engaging in the full 10.

#### EMAS

- The current performance of Traveller pupils is good in comparison to the prior attainment of this small cohort



- In partnership with Show Racism the Red Card (SRtRC), EMAS ensure pupils, with the protected characteristics, feel free from physical, mental and verbal abuse in schools. Over the last three years there have been low numbers of recorded racist incidents.

#### Literacy and Numeracy

- Intervention programmes such as, Catch Up Literacy, Catch Up Numeracy and Fresh Start Phonics have led to substantial improvements in reading and spelling scores for pupils whose literacy skills were not well established.
- Seven schools are working jointly with the Local Authority and Aphasie Cymru to gain the Communication Friendly Schools Award.

#### Social and Emotional learning

- 67% of schools in the Vale have introduced the early screening tool for Social and Emotional learning; 3,000 pupils were assessed of which 23% were identified as requiring some level of intervention. The Wellbeing Team and Education Psychology Service support schools in the analysis of wellbeing assessment results and the identification of pupils requiring interventions at school action and school action plus.
- Specific programmes such as anger management, conflict resolution, anxiety, Circle of Friends, SEAL etc. are delivered to pupils identified through the on-line assessments of Wellbeing. These programmes improve outcomes for pupils and contribute to improved attendance, reduced exclusions. 75% of the schools involved in the NBAR Wellbeing Project have received the Local Authority SEAL SOW.

#### NEETS

- We have started to implement a suite of performance indicators to help with the early identification of young people's needs. This is helping us to begin to identify improvements that could be made to learning provision in accordance with the Engagement and Progression Implementation Plan.
- Implementation of the Engagement and Progression Framework began on 1 October 2013. Whilst national statistics are not currently available, we will soon be able to benchmark our performance in relation to learning provision and the prevention of NEETs across Wales.
- The NEET Strategy has been refreshed and the action plan revised to ensure correlation with the Engagement and Progression Framework. Reporting mechanisms and strategic influence have been improved.
- In 2012, 3.9% of Year 11 school leavers in the Vale were known not to be in education, employment or training, compared with a national average of 4.2%. At Year 12, 2.1% of school leavers were known to be NEET, compared with a national average of 2.7%. At Year 13, the figure was 4.4% and the national average was 5.1%.

#### Catering

- The cashless catering system is at the start of implementation which will run until March 2015. An online payment specification is currently being completed for tendering purposes.
- The Vale of Glamorgan will be the second authority to have a cashless catering provision for all schools within their authority in Wales

Key service risks to the delivery of this objective include:

<i>Risk</i>	<i>Likelihood score</i>	<i>Impact score</i>	<i>How will it be managed?</i>
Withdrawal of 14-19 funding will severely hamper the development of provision for young people at risk of becoming or who are NEET.	1	3	The SP&P department has been restructured and a senior post created to ensure that the EPF is co-ordinated and effective across the directorate.
Reductions in grant funding will diminish Youth Services capacity to address NEET issues post 16.	2	3	Current core funding would need to be directed at targeted delivery thus reducing services and universal access to youth support provision. Premises costs are being reduced.
Cashless catering: programme drift	1	1	Implementation programme will be monitored and remedial action taken if slippage identified.
Catering staff lack confidence for implementing cashless catering	1	1	Training programme in place with the cashless catering provider with ongoing support from Managers and Supervisors
Insufficient resources for annual maintenance programme of schools kitchens	1	1	Annual maintenance programmed into existing budget from increase in meals served

Key sustainability issues relating to the delivery of this objective include:

<i>Sustainability Issue</i>	<i>How will it be managed?</i>
The current levels of core funding must be used creatively to deliver this important objective.	DMT will monitor performance and direct funds accordingly.
Current learning coach activity post 16 delivered in partnership could be lost under 14-19 grant funding guidelines. Effectively directly diminishing changes of success in implementing improvement objective 8.	Would need to find funding sources from core expenditures to cover cost, or commission work to local partner.

Key equality issues relating to the delivery of this objective include:

<i>Equality Issue</i>	<i>How will it be managed?</i>
Young people who have may become NEET. Care must be taken to ensure they have as much opportunity as other young people to engage in training provision and work experience opportunities.	Provision will be monitored to ensure it can offer an equality of access and opportunity for learners.
Equality issues are covered by the NEET Strategy EIA.	Senior officers will monitor the strategy to ensure the EIA is applied.

Effective consultation and engagement activities continue to be a key method by which we can gain an understanding of the views of residents and learners and address them appropriately. Consultation/engagement activities already undertaken or coming up include:

<i>Consultation undertaken 2013/14</i>	<i>Consultation planned 2014/15</i>
The NEET Strategy was reviewed and all partners have had an opportunity to input on its action plan.	Young people will be consulted on the future provision of EET in the Vale, feedback will be shared with training providers and colleges to an appropriate curriculum may be devised going forward.
Online survey on Council website to consider requirements for online payments from parents	After the implementation of 15+ schools parents will be surveyed to consider their experience of using the online payment system
Vale Youth Providers Network consulted on the response to the planned vision for youth work in Wales' document.	Further consultation with all partners and stakeholders on the EPF implementation plan for the Vale of Glamorgan.
Consultation with Headteachers regarding draft policies for: Use of Time out, Physical Restraint, Behaviour and Discipline, Anti –Bullying	Consultation with Headteachers on the introduction of a change in Attendance Policy to include the requirement to not authorise holiday taken during term time.
Consultation with Headteachers regarding their perceptions of the quality and effectiveness of the Inclusion Service element of the School Improvement and Inclusion Service	Review of the Callio and LSA delegation Projects planned to take place in June 2014
Consultation with Headteachers and Learning Support Assistants regarding the delegation of funding for to schools for SEN support provision due to commence April 2014.	Repeat of the annual consultation with Headteachers to seek their views on the effectiveness and quality of service provided by the Inclusion Service for academic year 13/14.
Consultation with Headteachers on the introduction of the Callio Attendance Strategy prior to full implementation in January 2014	Repeat of the annual Parent Consultation exercise to seek their views about the quality and effectiveness of the Inclusion Service
Online survey on Council website to consider requirements for online payments from parents.	After the implementation of 15+ schools parents will be surveyed to consider their experience of using the online payment system.

In line with our corporate priorities and Welsh Government requirement, we continue to explore and promote opportunities for working collaboratively locally and regionally in order to deliver improved services for customers and deliver savings. Our contribution to the collaboration agenda is evidenced in our participation in the following projects.

<i>Collaboration undertaken 2013/14</i>	<i>Collaboration planned 2014/15</i>
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The council has worked collaboratively with JCP, Careers Wales, voluntary sector partners on a mobile EET provision to engage with young people in rural areas and in wards of highest deprivation.	Continuance of the project and to develop short intensive courses on skills needed to gain employment.
Collaboration has taken place between Careers Wales and the Council on WASPI agreement.	Further collaboration planned between local and national voluntary sector organisations and Careers Wales on the EPF, regional partners have also been contacted to share ideas and options on delivery of the EPF.

## What did we do in 2013-14?

### NEETs

- Youth Support Services started delivering a flexible curriculum in both English and Welsh in 4 secondary schools to those young people identified at risk of becoming NEET.
- Youth Services worked with schools to improve the support given to young people during the transition from primary to secondary school.
- Youth Support Services have in partnership with Careers Wales, Vibe Experience and JCP, developed mobile EET workshops and surgeries across the country.
- Youth Support Services have developed alternative curriculum interventions in support of schools in partnership with the voluntary sector and CYPP which target young people at risk of becoming NEET.

### Attendance

- Established the Callio strategy with schools.
- Established a task and finish group of staff to identify best practice and produce a guidance document to all schools outlining key strategies for further improving attendance rates and reducing unauthorised absence. (LS06/A053)
- Incorporated attendance data and professional challenge to the work of System leaders in schools. (LS06/A054)
- Drew on good practice from benchmarking with other authorities to improve school attendance. (LS06/A057)
- Utilised the Attendance Forum to support and challenge schools to improve attendance and achieve their individual school attendance targets. (LS06/A059, LS4)

### Safeguarding

- Commissioned support to review all policy documentation and guidance of Time out, Behaviour and Discipline and Inclusion. (LS06/A060)
- Ensured that all designated staff are adequately trained. (LS10/A089, CPS7)
- Conducted ongoing checks in schools to monitor safeguarding procedures and the use of time out rooms. (LS10/A086)
- Implemented a rolling programme of Team Teach to ensure that all schools have adults trained in the use of physical intervention techniques. (LS10/A087)
- Used monitoring data to target support and intervention towards schools that are reporting above average levels of bullying. (LS10/A088, CPS7)

- Developed a central database for monitoring all reported incidents of bullying. (LS10/A090, CPS7)
- Implemented protocols in respect of neglect and child sexual exploitation. (LS10/A091, CPS7)
- Conducted a consultation exercise to obtain the views of children and young people in relation to safeguarding issues (LS10/A092, CPS7)

#### Data

- Evaluated 2012 data to target Education Welfare Service intervention. (LS06/A052)
- Focused on improvement of provision and outcomes for our most vulnerable pupils via forensic use of data and via termly JES System Leader school monitoring visits. (LS02/A026)
- Continued to develop and analyse the links between attainment, attendance, exclusions, referrals and Wellbeing. (LS06/A055)
- Delivered improvements to data gathering, analysis and reporting on service use by protected characteristic. (LS07/A071, SEP)

#### Youth Service

- Fully established the use of the National Participation standards in all schools. (LS01/A006)
- Established a Youth Council to ensure that the voices of young people are heard on all issues that relate to them. (CYP10)

#### Exclusions

- Finalised the Managed Moves Protocol. (LS06/A063)
- Developed school capacity to promote positive behaviour and manage behaviour incidents in order to reduce the number of days lost through fixed-term exclusions. (LS06/A058)

#### SEN/ALN

- Developed the (Early Intervention Base) EIB to provide short term and part time placements for children with ASD in mainstream schools. (LS07/A064, LS10)
- Increased education provision for children and young people on the Autistic Spectrum. (LS07/A070, LS10)
- Established the level of use of the Rapid Writing programme for SEN and struggling learners across the authority and provided support and training as appropriate. (LS08/A077)
- Provided training in Assertive Discipline, Emotional Literacy Support and the Social and Emotional Aspects of Learning Programme and supported schools in the early identification of social and emotional difficulties. (LS06/A061)
- Developed systems to increase the percentage of statements of Special Educational Needs, including exceptions, produced within 26 weeks. (LS07/A066)
- Established a Special Educational Needs Co-ordinator/Additional Learning Needs Co-ordinator Professional Learning Community to ensure a consistency of approach in relation to provision mapping and tracking the impact of interventions on pupils with SEN. (LS07/A067)

- Continued to increase capacity within mainstream schools to support pupils with ALN by delegating LSA budgets to primary schools. (LS07/A068)
- Further developed the use of data on ALN to support schools to develop their capacity to meet the needs of groups of learners. (LS07/A069)

#### Counselling

- Implemented a re-tendered counselling service expanded in line with Welsh Government guidance to include pupils in years 6, 12 and 13, and those not in mainstream education including those up to 19 years of age. (LS11/A103, CYP8)

#### FSM

- Introduced the 'Power Writing' scheme to address lower performance in English at Key Stage 3 for pupils in receipt of Free School Meals. (LS08/A074)
- Ensured effective use of the Pupil Deprivation Grant to maximise learning for individual pupils in receipt of free school meals. (LS08/A076)
- Continued to work with Sussex University to link the attainment of pupils on free school meals, Wellbeing and the whole school ethos in relation to staff and pupils. (LS06/A056)

#### Family engagement

- Further developed the work of the Putting Families First Programme. (LS05/A047, LS11)
- Completed the rollout of the Investors in Families programme to all schools. (LS05/A048, LS11)
- Continued to work closely with SNAP Cymru to further develop parent forums to inform the development of provision in the Vale and to support parents. (LS05/A049)
- Continued to consult with the newly established parent consultation group and feed responses into the policy making process. (LS05/A050)
- Promoted parent drop in centres in order to increase participation. (LS05/A051)

#### EAL

- Aligned the assessment tools for pupils with English as an Additional language with the National Literacy and National Numeracy frameworks. (LS08/A078)

#### LAC

- Utilised grant funding to improve the achievements and outcomes for looked after children and children leaving care. (LS08/A079, LS12)

#### Health and Wellbeing

- Enrolled remaining schools on the Wellbeing project to develop the project to target work linked to the poverty agenda. (LS11/A105)
- Embedded the principles of the new Health and Wellbeing Strategy and complete the actions outlined in the action plan. (LS11/A106)
- Continued to develop the Wellbeing Steering committee in order to provide clear guidelines for schools alongside the Central South Consortium Wellbeing Group. (LS11/A107)

#### **What impact have these actions had?**

- Year 11 students in 4 secondary and special schools are receiving short courses designed to engage young people in practical skills on the pathway to education, employment or training.
- A monitoring system indicates that 100% of designated staff were trained during the academic year 2012 -13.
- Inclusion Services were awarded a 'Good' by Estyn in the Council's inspection of Local Authority Education Services for Children and Young People (LAESCYP) in May 2013.
- Increased the capacity of mainstream schools to meet the needs of ALN learners.
- Overall improvements in figures for attendance and unauthorised absence:

	Academic Year 2011/12			Academic Year 2012/13		
	<b>Actual</b>	Nat. Avg.	Nat. Rank	<b>Actual</b>	Nat. Avg.	Nat. Rank
Primary Attendance	<b>94.5%</b>	93.9%	=7	<b>94.2%</b>	93.7%	=6
Secondary Attendance	<b>92.8%</b>	92.1%	=7	<b>93.4%</b>	92.6%	=4
Primary Unauth.	<b>1.1%</b>	0.7%	=18	<b>1.0%</b>	0.9%	=18
Secondary Unauth.	<b>1.0%</b>	1.4%	=9	<b>1.0%</b>	1.3%	=9

### What do we plan to do in 2014-15?

#### NEETs

- Introduce more support for students at the transition between primary and secondary school and at 16. (LS16) (IO5)
- Implement the Engagement and Progression Framework and review or develop appropriate strategies for engaging young people alongside our partners. Develop a single Youth engagement and progression framework implementation plan. (LS16) (IO5) (PIAP 6.3)
- Conduct a mapping exercise of all available provision and develop the mix of provision to ensure young people are offered progression into further learning or employment. (IO5) (PIAP 6.5) (LS16)
- Develop an information sharing protocol WASPI with relevant partners. (IO5)
- Develop an Early Identification steering group to ensure targeted services are effective, efficient and value for money. (IO5) (PIAP 6.4) (LS16)

#### SEN/ALN

- Implement effective provision mapping for Special Educational Needs Co-ordinators and develop the SEN/ALN Professional Learning Community. (PIAP 1.5)
- Improve provision and tracking of achievement for our most vulnerable learners via a programme of Council led reviews, underpinned by the regional categorisation model and partnership working between Service Officers and System Leaders
- Provide training in Assertive Discipline, Emotional Literacy Support and the Social and Emotional Aspects of Learning Programme.

- Increase education provision for children and young people on the Autistic Spectrum. (LS10)
- Review resource base provision for pupils with SEN/ALN.

#### EMAS/EAL/EOTAS

- Implement targeted support for reading via the Ethnic Minority Achievement Service. (PIAP 1.5)
- Set up a pilot ME, EAL and Traveller Forum for pupils and parents (separately) to better inform the work of the service
- Devise and implement an EAL framework to reflect the requirements in the NLF and NNF, providing an enhanced package of support to KS3 EAL pupils.

#### Data

- Appraise options to meet analysis requirement and formative report needs in order to inform future planning and evaluations of impact of projects and initiatives. (PIAP 6.1)
- Provide effective monitoring of Wellbeing outcomes through the Wellbeing Steering Group at LA level, as well as at individual school, class and pupil level. (PIAP 6.1)
- Provide all schools with a wellbeing data pack and ensure this provides a baseline and summative information to underpin impact evaluations. (PIAP 6.1)
- Establish a reporting mechanism for school performance and wellbeing information to be reported to Cabinet, Scrutiny, the Children and Young People's Partnership and the Local Service Board. (PIAP 6.1)
- Secure the close monitoring of pupils referred to D2E and ALSP and ensure effective transference of information to Careers Wales.

#### Attendance

- Work with Head teachers to implement the enhanced Callio Attendance Strategy and employ Callio/Wellbeing Coordinators to be based in each secondary school. (PIAP 6.2) (LS4)
- Implement a categorisation approach to data analysis (e.g. attendance categorised between 80%-92%) and produce profiles for individual schools. (PIAP 6.2) (LS4)
- Centralise current Education Welfare Service to focus work on reducing the numbers of pupils with attendance <80%. (PIAP 6.3) (LS4)
- Monitor, evaluate and review the effectiveness of the Callio Strategy and extent of absence reduction, underpinned by an enhanced data monitoring framework and closer partnership working with regional System Leaders.(LS4)

#### Counselling

- Maintain access to counselling services for children and young people, extending the use of data to inform the work programme of the service. (CYP8)

#### Parent support

- Further develop the work of the Putting Families First Programme. (LS11)
- Continue to work closely with SNAP Cymru to further develop parent forums to inform the development of provision in the Vale and to support parents. (LS11)



- Continue to promote parent drop in centres in order to increase participation. (LS11) (CYP4)

#### FSM

- Develop our work with Sussex University to improve the attainment of pupils on free school meals. (IO7) (LS5)
- Introduce the consortium 'Pupil Tracking' model into secondary schools to enable more frequent monitoring of the progress of FSM pupils, early diagnosis of potential underachievement and effective use of the PDG. (IO7) (LS5)
- Improve pupil wellbeing and assessment of PSD and wellbeing much earlier in the Foundation Phase and particularly for FSM pupils. (IO7).

#### LAC

- Utilise grant funding to improve the achievements and outcomes for looked after children and children leaving care. (LS12)
- Fully implement the improved LAC Tracker.

#### Safeguarding

- Conduct ongoing checks in schools to monitor safeguarding procedures and the use of time out rooms.
- Implement a rolling programme of Team Teach to ensure that all schools have adults trained in the use of physical intervention techniques.
- Conduct a consultation exercise to obtain the views of children and young people in relation to safeguarding issues
- Progress ratification of the Neglect Protocol devised by Cardiff and the Vale.
- Secure implementation of Sexual Exploitation training being developed by Cardiff and the Vale.
- Implement a monitoring report/matrix framework to all service areas across the Directorate for safeguarding.
- Monitor, evaluate and review the chaperoning and performing licenses.

#### Health and Wellbeing

- Embed the principles of the new Health and Wellbeing Strategy and complete the actions outlined in the action plan.
- Extend take up of Nurture groups
- Use the Sport Survey (September 2013) results diagnostically to improve participation and enjoyment in school based sport. (PIAP 7.5)
- Use data from schools to develop appropriate interventions and training to reduce bullying and support vulnerable children and young people. (CPS7)

#### EPS

- Develop information booklet and up dated web presence for EPS.

#### Youth Offenders

- Implement a system to monitor, evaluate and review achievement of those young people known to the Youth Justice system.

#### Exclusions

- Continue to reduce the number of days lost through fixed-term exclusions by developing school capacity and developing restorative approaches in partnership with YOS, CYP and YS.

#### Youth Service

- Develop on line forums and market the youth service more widely in schools.
- Engage with School councils to extend consultation and engagement with children of all ages. (PIAP 6.6)
- Develop the skills of young people to work with schools and youth support services to achieve the Welsh Government's National Standards for Children and Young People's Participation, increasing opportunities for their involvement in decisions that affect them and giving them a voice.(CYP11)

#### **How will we know if we're achieving our objective?**

- Standards will continue to improve
- Attendance will improve in both the Primary and Secondary sector
- The achievement gap between e-FSM and Non FSM will reduce
- Achievement of LAC and EAL pupils will improve
- Standards in PSD will improve
- Targeted schools will report increased pupil wellbeing
- The number of NEET young people will reduce.
- A functioning and widely used Early Identification model targeting services at those most in need will be in use.
- The Council Youth Services and Adult Learning Team will work together to improve employment and basic skills for young people who are NEET.
- Reduction in the percentage of young people whose NEET status is unknown.
- Reduction in the percentage of young people who leave full time education aged 18 and become NEET.
- Young people at risk of becoming NEET will be identified early and provided with targeted support through transitional periods, such as progressing to post 16.
- Low levels of NEETs at Year 11 and Year 12 will be maintained.

The following measures will also help us to monitor our progress:

- The percentage of school days lost due to fixed term exclusions of six days or more in secondary schools.
- The average number of school days that permanently excluded pupils did not receive an offer of full time / part time appropriate education provision during the academic year
- The percentage of school days lost due to fixed-term exclusions during the academic year, in primary / secondary schools.
- The percentage of final statements of special education need issued within 26 weeks, including / excluding exceptions.
- The percentage of unauthorised absence in primary / secondary schools.
- The percentage of pupils' attendance in primary / secondary schools.
- The percentage of young people who are known not to be in education, employment or training at Year 11 / Year 12 / Year 13.

- The percentage of all pupils in local authority care in any LA maintained school, aged 15 as at the preceding 31 August who leave compulsory education training or work based learning without an approved external qualification.
- The percentage of free schools meals (FSM) / non FSM pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by teacher assessment.
- The percentage of FSM / non FSM pupils achieving the expected standard in English / Maths at the end of Key Stage 3.
- The percentage of pupils in primary / secondary schools who have school meals
- The percentage of pupils entitled to free school meals in primary / secondary schools
- The percentage take up of free school meals in primary / secondary schools

The following measures are collected by Social Services, but also help us to monitor our progress:

- The percentage of children looked after at 31 March who have experienced one or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months to 31 March
- The percentage of young people formerly looked after with whom the authority is in contact, who are known to be engaged in education, training or employment at the age of 19.
- The percentage of children looked after during the year with a Personal Education Plan within 20 school days of entering care or joining a new school in the year ending 31 March
- The percentage attendance of looked after pupils whilst in care in primary / secondary schools
- The percentage of looked after children eligible for assessment at the end of Key Stage 2 / 3 achieving the Core Subject Indicator, as determined by Teacher Assessment
- The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting
- The percentage of children looked after who were permanently excluded from school during the previous academic year
- The average number of days spent out of school on fixed-term exclusions for children looked after who were excluded during the previous academic year.

### **What do we plan to do in 2015/18?**

- Implement the recommendations of the review of resource base provision for pupils with SEN/ALN across the Authority.
- Review the delegation of SEN funding to schools.
- Monitor and evaluate the Callio Attendance Strategy (LS4).

**Learning and Skills Action Plan**

<b>Outcome:</b>	<i>Learners achieve their full potential in order to maximise their life opportunities.</i>
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<b>Objective 1:</b>		<i>To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase student achievement.</i>					
<b>Ref.</b>	<b>During 2014-15 we plan to:</b>	<b>Success criteria</b>	<b>High , medium or low priority</b>	<b>Officer responsible for achieving this action</b>	<b>Start Date</b>	<b>Finish Date</b>	<b>How will the work be resourced?:</b>
LS/A 115	Launch the new National Categorisation Model for schools based on a consistent evaluation of the standards, provision and leadership of schools and implement the Support and Challenge framework of the JES. (PIAP 2.1, 2.2). This action will be underpinned by the National Model for Regional Working.	All schools engaged in their own categorisation: all categorisations appropriate. Estyn inspection judgements generally reflect categorisation. Diagnoses' of Need and Statements of Action clearly identifies need and supportive action to be taken,	H	Lynette Jones	September 2013	31 March 2015	JES contribution
LS/A 116	Commission targeted support for schools in an Estyn monitoring category and, where appropriate, identify options for federation and other interventions. (PIAP 2.4)	All schools in Estyn monitoring categories make sufficient progress and are removed from the Estyn category within 12	H	Lynette Jones	September 2013	31 March 2015	JES contribution

		months of being placed in the category.					
LS/A 117	<p>Undertake the following in relation to school progress meetings:</p> <ul style="list-style-type: none"> <li>• Conduct the meetings with under-performing schools through Scrutiny Committee; (PIAP 3.2)</li> <li>• Review the impact and format of the meetings; (PIAP 3.1)</li> <li>• Issue pre-warning letters and formal warning letters as appropriate; (PIAP 3.3, 3.4)</li> </ul> <p>Use statutory powers where appropriate to effect change (PIAP 3.5)</p>	<p>Lifelong Learning Scrutiny Committee maintains focus on under-performing schools and is confident to challenge under-performance. Schools engaged in progress meetings agree actions and milestones with the Authority to subsequently improve performance. Schools in receipt of pre-warning letters improve performance and do not require formal warning letter. Schools in receipt of formal warning letters improve performance and do not require further intervention. Statutory powers asserted promptly and effectively if targets not met.</p>	H	Jennifer Hill	October 2013	31 March 2015	Within existing resources
LS/A 118	Monitor and evaluate outcomes against the JES performance framework and	Appropriate scrutiny takes place.	H	Lynette Jones	1 May 14	Ongoing	Within existing resources.

	brief Vale of Glamorgan Scrutiny Committee members appropriately.						
LS/A 119	Participate in new style regional Challenge Review meetings delivered by Welsh Government.	Clarity about strategy and delivery.	M	Jennifer Hill	May 14	Ongoing	Within existing resources
LS/A 120	Introduce regional approach to improved moderation of statutory teacher assessment at the end of all Key Stages.	Consistency is maintained and enhanced.	L	Lynette Jones/ Meryl Plummer		Ongoing	Within existing resources
LS/A 017	Commission, implement and review additional targeted support in identified schools for Phase 3 of the National Literacy Framework and National Numeracy Framework National Support Programme in order to improve the quality of leadership of literacy and numeracy in all schools. (PIAP 1.1) (LS7)	95% of schools inspected by Estyn are awarded a good or better for KQ 2 and 3, and increase from the current position of 86%. Standards in all schools improve in line with expectations in all Key Stages. More schools are located in the Higher middle to Highest benchmarking quarters.	H	Lynette Jones	September 2013	31 March 2015	School Effectiveness Grant
LS/A 121	Commission Speech Links and Language Links in all Primary schools to improve standards in oracy. (PIAP 1.4)	As outlined in PIAP Appendix 2	H	Lynette Jones	September 2013	31 March 2015	School Effectiveness Grant
LS/A 122 OA	Continue to roll out the National Literacy and Numeracy Frameworks including statutory new	5% annual reduction in the proportion of pupils reading between 75-85 Standardised Score	H	Lynette Jones	September 2013	31 March 2015	School Effectiveness Grant

	numerical reasoning test to improve attainment in reading, writing and maths. (LS7) (PIAP 1.5)	(SS), 85-115 SS and >115 SS in identified schools. More schools are located in the Higher middle to Highest benchmarking quarters.					
LS/A 123	Identify underperformance in Mathematical Skills and Language, Literacy and Communication in the Foundation Phase much earlier than is currently the case, particularly for boys. (IO7)	Underperformance is identified. Targeted support is implemented. Standards improve.	H	Lynette Jones	September 2014	August 2015	JES Contribution
LS/A 124	Improve the quality of teaching of Reading, Writing and Number and the quality of leadership of these key areas in all schools. (IO7) (PIAP 1.3)	Standards in writing and number improve in line with expectations in all schools. FSM/non FSM achievement gap reduces by 10% annually to 2% by 2015. Standards in identified schools in KS 3 improve in line with expectations and prior attainment. More schools are located in the Higher middle to Highest benchmarking quarters.	H	Lynette Jones	September 2013	31 March 2015	School Effectiveness Grant
LS/A 125	Improve the quality of leadership and management	Greater HT engagement in the	H	Lynette Jones	September 2013	30 September	School Effectiveness Grant

	in schools. (PIAP 1.6)	<p>process of arriving at judgements and increased rate of progress.</p> <p>Leadership support is quickly triggered and targeted at greatest need.</p> <p>Standards improve in line with expectations.</p> <p>The quality of leadership improves: 95% of school inspections are awarded a 'good' or better for KQ 3 from the current position of 86%.</p> <p>Schools are removed from follow up categories within required timescales.</p>				2015	retained allocation. JES LA contribution.
LS/A 126	Regularly evaluate the effectiveness of schools performance and quality of leadership and management and ensure that re-categorisation takes place as appropriate. (PIAP 2.2)	Supportive action appropriately matches the greatest needs in all identified schools.	H	Lynette Jones	September 2013	31 March 2015	JES contribution
LS/A 127	Improve the reporting of school performance data to include the Learning and Skills Partnership and CYPP and include comparisons against	A wider group of stakeholders will be aware of educational outcomes: the level of ambition will continue to	M	Lynette Jones	November 2013	31 March 2015	Within existing resources



	Flint and matched English authorities. (PIAP 1.7)	grow.					
LS/A 128	Ensure that improvement targets for schools, match or exceed both WG model predications and the most appropriate FFT estimates (usually Model D). (PIAP 2.1)	Performance improves as outlined in the PIAP target section. 95% of all school inspections awarded good or better for KQ1,2 and 3, improving on the current position of 86%. Continued reduction in target/performance variance (+/- 5% to be provided). School targets are challenged by the CSC/LA within the specified timescales. More schools are located in the higher middle to highest benchmarking quarters.	H	Lynette Jones	September 2013	31 March 2015	JES contribution
LS/A 129	Devise a risk log which captures key education-related risk and implement effective Local Authority quality assurance processes to ensure a consistent and robust approach to school challenge against the risk register. (PIAP 2.2) (PIAP 7.6)	Risk log is kept up to date.	H	Lynette Jones	September 2013	31 March 2015	Within existing resources
LS/A 130	Commission a Governor capacity-building programme	Performance improves as outlined in the PIAP.	H	Lynette Jones	September 2013	30 September	JES contribution Within existing

	and implement the strategic placement of LA appointed school Governors. (PIAP 2.3)	Schools improve within required timescales as set out in the Statement of Action. Governing bodies possess a greater range and depth of expertise to apply increased challenge to the work of the school.				2015	resources
LS/A 131	Promote the Governors Wales Quality Bronze Award and Chair of Governors peer reviews between identified schools (PIAP 2.3)	Governing bodies possess a greater range and depth of expertise to apply increased challenge to the work of the school.	H	Lynette Jones	September 2013	30 September 2015	JES contribution Within existing resources
LS/A 132	Revise school partnership agreement with Governing Body. (PIAP 3.6)	Schools are clear about the manner by which the Council will use its full powers.	M	Jennifer Hill	1 March 2014	31 July 2014	
LS/A 133	Ensure the implementation of the National Model for Regional Working with the Central South Consortium Joint Education Service, including the transfer of specialist HR, governor support and 14-19 functions. (LS8)	The work of the JES is monitored and clear lines of accountability are in place.	H	Lynette Jones	September 2013	31 March 2015	Lead Officer for School Improvement. Commissioned work of the JES.
LS/A 134 OA	Establish consistency in securing higher achievement in all schools across the	The Vale's contribution towards National Objectives is clearly	H	Lynette Jones	1 April 2014	31 March 2015	JES commissioned, LA contribution

	authority, particularly in KS4 and identified schools. (IO7) (LS6)	defined. Improvements at KS4 are achieved.					
LS/A 135 OA	Improve school based systems to secure much better 'read-across' at all levels and within all Key Stages i.e. one pupil achieving in both English and Maths in combination. (IO7) (LS6)	The Vale's contribution towards National Objectives is clearly defined. Steady improvement.	H	Lynette Jones	1 April 2014	31 March 2015	JES commissioned, LA contribution

<b>Objective 2:</b>		<i>To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.</i>					
Ref.	During 2014-15 we plan to:	Success criteria	High , medium or low priority	Officer responsible for achieving this action	Start Date	Finish Date	How will the work be resourced?:
LS/A038 LS19	Reintroduce a mobile library service following a consultation about how the service will be delivered. (LS19)	A mobile library service enables all residents, including those who live in rural areas, to access a library and information service.	H	Chris Edwards	1 April 2013	31 March 2014	Joint work with town council.
LS/A083	Refurbish the library in Llantwit Major (subject to a successful grant application).	Additional space and improved facilities.	M	Chris Edwards	1 April 2013	30 April 2015	CYMAL Grant
LS/A136	Complete the review of the library service and implement the outcome of the review.	It is proposed that the review will shape the aspirations and direction of the library service	H	Paula Ham/ Andy Borsden	1 April 2014	31 March 2015	

		<ul style="list-style-type: none"> <li>• Deliver statutory duties, work to Welsh Government standards and development frameworks, and provide a high quality service in the most cost effective manner</li> <li>• Identify gaps in the current level of provision and make recommendations on how and if those gaps can be filled</li> <li>• Make the best use of assets for the benefit of local communities</li> <li>• Ensure that the service is flexible, adaptable and sustainable for the future</li> <li>• Ensure the service is accessible to all, supports the most vulnerable and individuals as required throughout their lives</li> </ul>					
LS/A137	Promote digital inclusion by	Libraries actively	H	Chris Edwards	1 April 2013	31 July 2015	Existing revenue

	extending information literacy activities in libraries. (LS20) (IO1)	promote the development of information literacy skills and are community hubs where people can develop their skills and access a range of services.					budgets and grant funding.
LS/A037	Develop reading strategies through the Library and Information Service to support improvements in standards of literacy and promote enjoyment in reading for all ages. (LS18)	Children and adults have access to high quality reading resources and activities to broaden and extend their reading experiences.	M	Chris Edwards	1 November 2012	31 December 2014	Existing revenue budgets.
LS/A082	Open the Penarth Learning Community in October 2014. (LS1)	Improved teaching and learning facilities for both St Cyres Comprehensive and the regional SEN provision which will be available for use by the community	H	Paula Ham	1 April 2014	31 October 2014	Through the Capital Programme.
LS/A081	Open the new build 210 place school for Ysgol Nant Talwg, Barry in September 2014. (LS1)	Meeting Welsh medium demand in Barry	H	Paula Ham	1 April 2014	30 September 2014	Through the Capital Programme.
LS/A138	Complete statutory process to amalgamate Eagleswell and Llanilltud Fawr Primary Schools. (LS1)	Children and young people in Llantwit Major access schools fit for the 21 <sup>st</sup> century.	H	Paula Ham	1 April 2014	30 June 2014	Staff time
LS/A139	Start building work at Ysgol Dewi Sant, Llantwit Major and	Meeting the growing demand for Welsh	H	Paula Ham	1 April 2014	31 March 2015	Through the Capital Programme.

	Oak Field Primary schools (if approved). (LS1)	medium education					
LS/A140	Undertake a feasibility study on co-educational secondary school provision in Barry. (LS1) (LS2)	To recommend to Cabinet whether or not to progress statutory consultation on a detailed proposal for establishing a new co-educational secondary school in Barry to replace Barry and Bryn Hafren Comprehensive Schools.	H	Paula Ham	1 April 2014	31 March 2015	Within existing resources
LS/A141	Develop proposals for the Penarth cluster of schools.		H	Paula Ham	1 April 2014	31 March 2015	Within existing resources
LS/A142	Develop a system for monitoring and reviewing the delivery of services in relation to plans. (PIAP 4.5)	Plans are of a consistently high quality showing quantifiable milestones targets and outcomes and are linked to the Directorate Service Plan and other strategic documents.	H	Jennifer Hill	1 April 2014	31 March 2015	Within existing resources
LS/A143	Implement Outcome Based training throughout the Directorate with guidance document and training for all managers. (PIAP 5.1)	All managers confident in defining outcomes and do so in a consistent and systematic manner. All initiatives are evaluated and all evaluations are reported.	H	Jennifer Hill	1 January 2014	31 May 2014	Within existing resources

		Initiatives are commissioned, reconfigured or decommissioned on basis of impact evaluation.					
LS/A144	Review performance information and reporting systems in relation to informal learning. (PIAP 7.3)	Information is comprehensive and accessible and informs future service development plans.	M	Andy Borsden	1 January 2014	30 April 2014	Officer time
LS/A145	Review cost centre management structure for education services and develop and deliver cost-centre management training for non-financial managers. (PIAP 5.2, 5.3)	Clear lines of responsibility and accountability established and documented. All cost centre managers are fully aware of the financial environment, responsibilities, risks and the processes to be followed.	H	Paula Ham	1 October 2013	30 April 2014	Officer time
LS/A146	Undertake an annual impact assessment of the loans scheme for schools. (PIAP 7.1)	Reduction in number of schools accumulating substantial balances for building and grounds improvement schemes resulting in improved use of funding for current pupils.	M	Paula Ham	1 April 2014	31 March 2015	Officer time
LS/A147	Engage with adult learners	Increase the number of	M	Phil Southard	1 September	31 July 2015	

	from the target groups to improve skills and remove barriers to learning and employment. (LS17) (IO1) (LS9)	learners from target groups by 20% for 2014/15.			2014		
LS/A189	Set targets for improvement in learner completion, attainment and success rates across the CVCLP partnership to, as a minimum, meet national comparator data in 2013/14 and exceed national comparator data by 10% in 2014/15 and by 15% in 2015/16. Monitor	Regular monitoring of provider progress against completion, attainment and success targets. Increased success rates and accreditation for all learners.	L	Phil Southard	September 2013	July 2015	
LS/A148	Develop a strategic approach to curriculum planning that reflects the profile of the community and addresses the needs of the priority learners. (IO1) (LS9)	Developed and completed a curriculum planning tool which has been agreed by the curriculum planning group.	L	Phil Southard	1 September 2014	31 July 2015	
LS/A149	Embed essential skills and digital literacy throughout the curriculum. (IO1) (LS9)	The following learners achieve essential skills:  20% in 2014/15 50% in 2015/16 100% 2016/17	L	Phil Southard	1 September 2014	31 July 2015	
LS/A150	Undertake initial essential skills assessments/ diagnostic with all learners enrolling for courses over 10 hours. (IO1) (LS9)	All learners enrolling for courses over 10 hours complete an initial essential skills assessment in	L	Phil Southard	1 September 2014	31 July 2015	



		2014/15.					
LS/A151	Track, monitor and record outcomes of learners using initial assessment data as baseline. (IO1) (LS9)	This process is used for all learners enrolled for a course in 2014/15.	L	Phil Southard	1 September 2014	31 July 2015	
LS/A152	Work in partnership with communities 2.0, Communities First and the Library Service to increase Universal Job-match training and develop a programme of digital inclusion. (IO1) (LS9)	Bid prepared between March and September. Programme implemented in September.	L	Phil Southard	1 March 2014	31 July 2015	
LS/A153	Train Development staff and Tutors in the use of social media. (IO1) (LS9)	Development team trained by September. Tutors trained throughout 2014/15.	L	Phil Southard	1 September 2014	31 July 2015	
LS/A154	Improve standards in teaching through regular classroom monitoring and course improvement programmes. (IO1) (LS9)	Increased success rates.	L	Phil Southard	1 September 2014	31 July 2015	
LS/A042	Collaborate with partners to increase Welsh medium learning activities for adults. (LS13)	Provision meets need.	L	Phil Southard	1 September 2014	31 July 2015	
LS/A039	Develop an information literacy model based on the Wales Information Literacy Framework for school pupils. (LS20)	Libraries actively promote the development of information literacy skills amongst pupils, in line with National objectives.	M	Chris Edwards	1 September 2013	31 July 2015	Existing revenue budgets
LS/A189	Review the future of the	Working towards PIAP	H	Phil Southard	1 September	31 July 2014	

	Cardiff and Vale College franchised provision delivered by the Council. (ACL PIAP 3.6.3)	outcome 3.6: ABE learner success rates at level one exceed national comparator data by 5% in 2013/14, by 10% in 2014/15 and by 15% in 2015/16.			2013		
LS/A190	Develop and deliver training programmes in safeguarding and equality and diversity across Vale ACL providers. (ACL PIAP 5.1.5/6)	Working towards PIAP outcome 5.1: A CPD strategy is in place to ensure the provision of effective and responsive professional development across the partnership.	H	Phil Southard	1 September 2013	31 July 2014	

<b>Objective 3:</b>		<i>To promote health and wellbeing and ensure the safety of our learners.</i>					
Ref.	During 2014-15 we plan to:	Success criteria	High , medium or low priority	Officer responsible for achieving this action	Start Date	Finish Date	How will the work be resourced?:
LS/A155	Introduce more support for students at the transition between primary and secondary school and at 16. (LS16) (IO5)	Young people in the Vale are adequately supported and are able to have a say about services which affect them.	H	Andy Borsden	1 April 2014	31 March 2015	WG Revenue grant funding
LS/A156 OA	Implement the Engagement and Progression Framework and review or develop appropriate strategies for	Clear roles and responsibilities are identified for key players with	H	Paula Ham/ Andy Borsden	1 April 2014	31 March 2015	

	engaging young people, alongside our partners. Develop a single Youth engagement and progression framework implementation plan. (LS16) (IO5) (PIAP 6.3)	expectations for how each partner will contribute towards increasing the number of young people who successfully progress to further and higher education and into skilled employment in the Vale of Glamorgan.					
LS/A157 OA	Conduct a mapping exercise of all available provision and develop the mix of provision to ensure young people are offered progression into further learning or employment. (IO5) (PIAP 6.5) (LS16)	Better understanding of the needs of young people at risk of becoming NEET is used to develop the supply of existing and new provision to meet need.	H	Andy Borsden	1 April 2014	31 March 2017	
LS/A158 OA	Develop an information sharing protocol WASPI with relevant partners. (IO5)	Information shared with key partners, enabling improved tracking of NEETs.	H	Mark Davies		31 March 2015	
LS/A159 OA	Develop an Early Identification steering group to ensure targeted services are effective, efficient and value for money. (IO5) (PIAP 6.4) (LS16)	Early identification of young people at risk of disengagement will enable targeted support to be put into place to increase engagement, improve attainment and develop positive pathways to employment.	H	Paula Ham	1 April 2014	30 September 2015	
LS/A160	Implement effective provision	Termly reviews of	H	David Davies	1 September	31 March	School

	mapping for Special Educational Needs Co-ordinators and develop the SEN/ALN Professional Learning Community. (PIAP 1.5)	pupils on SEN register.			2013	2015	Effectiveness Grant
LS/A161	Improve provision and tracking of achievement for most vulnerable learners via a programme of Council led reviews, underpinned by the regional categorisation model and partnership working between Service Officers and System Leaders	Resultant targeted support improves the quality of provision, outcomes and wellbeing of vulnerable learners.	M	David Davies	September 2014	July 2015	Within existing resources
LS/A061	Provide training in Assertive Discipline, Emotional Literacy Support and the Social and Emotional Aspects of Learning Programme	The social and emotional aspects of learning are effectively supported and nurtured. Outcomes and wellbeing improve.	M	David Davies	September 2014	July 2015	Within existing resources
LS/A070	Increase education provision for children and young people on the Autistic Spectrum. (LS10)	Outcomes for children with ASD improved	H	David Davies	1 April 2014	31 March 2015	Existing resources.
LS/A162	Review resource base provision for pupils with SEN/ALN.	Review undertaken involving key stake holders. Report published with options for further development identified.	H	David Davies	July 14	January 15	Officer time
LS/A163	Implement targeted support	Impact evaluation	H	Lynette Jones	1 September	31 March	School

	for reading via the Ethnic Minority Achievement Service. (PIAP 1.5)	reports of EMAS work.			2013	2015	Effectiveness Grant
LS/A164	Set up a pilot ME, EAL and Traveller Forum for pupils and parents (separately) to better inform the work of the service.	Support is better targeted and tailored to need.	M	David Davies	September 2014	July 2015	MEAG Grant
LS/A165	Devise and implement an EAL framework to reflect the requirements in the NLF and NNF, providing an enhanced package of support to KS3 EAL pupils.	Standards in Key Stage 3 improve, particularly for English.	M	David Davies	September 2014	July 2015	MEAG Grant
LS/A166	Appraise options to meet analysis requirement and formative report needs in order to inform future planning and evaluations of impact of projects and initiatives. (PIAP 6.1)	100% of schools inspected are awarded good or better for Wellbeing, against the current performance of 86%. School performance increases. Attendance improves, exclusions decrease. Pupil perception surveys reveal improvement in pupil wellbeing.	H	Lynette Jones	1 September 2013	30 September 2015	School Effectiveness Grant £15,000 Wellbeing software
LS/A167	Provide effective monitoring of Wellbeing outcomes through the Wellbeing Steering Group at LA level, as well as at individual	100% of schools inspected are awarded good or better for Wellbeing, against the current performance of	H	Lynette Jones	1 September 2013	30 September 2015	School Effectiveness Grant £15,000 Wellbeing software

	school, class and pupil level. (PIAP 6.1)	86%. School performance increases. Attendance improves, exclusions decrease. Pupil perception surveys reveal improvement in pupil wellbeing.					
LS/A168	Provide all schools with a wellbeing data pack and ensure this provides a baseline and summative information to underpin impact evaluations. (PIAP 6.1)	All schools use a wellbeing toolkit to monitor and evaluate pupil wellbeing. Schools evidence improvement in pupil wellbeing over time.	H	Lynette Jones	1 September 2013	30 September 2015	School Effectiveness Grant £15,000 Wellbeing software
LS/A169	Establish a reporting mechanism for school performance and wellbeing information to be reported to Cabinet, Scrutiny, the Children and Young People's Partnership and the Local Service Board. (PIAP 6.1)	Pupil wellbeing reported to Scrutiny and Cabinet.	H	Lynette Jones	1 September 2013	30 September 2015	School Effectiveness Grant £15,000 Wellbeing software
LS/A170	Secure the close monitoring of pupils referred to D2E and ALSP and ensure effective transference of information to Careers Wales	The Difficult to Engage Panel D2E is linked to the YEPF framework via the Engagement and Progression Officer. They monitor the feeding of information on student	High	Andy Borsden	1/7/14	ongoing	Welsh Government Revenue Grant

		progress to Careers Wales. Student caseloads are shared with LA staff who try and move students from Tier 1 and 2 into progression routes. Feedback is given to D2E on student destinations					
LS/A171 OA	Work with Head teachers to implement the enhanced Callio Attendance Strategy and employ Callio/Wellbeing Coordinators to be based in each secondary school. (PIAP 6.2) (LS4)	Schools achieve attendance targets highlighted in the PIAP.	H	Lynette Jones	1 September 2013	30 September 2015	
LS/A172	Implement a categorisation approach to data analysis (e.g. attendance categorised between 80%-92%) and produce profiles for individual schools. (PIAP 6.2) (LS4)	Schools are effectively supported to achieve improved attendance.	H	Lynette Jones	1 September 2013	30 September 2015	
LS/A173	Centralise current Education Welfare Service to focus work on reducing the numbers of pupils with attendance <80%. (PIAP 6.2) (LS4)	The number of pupils with attendance <80% reduces year on year by 50 pupils per annum across primary and secondary schools.	H	Lynette Jones	1 September 2013	30 September 2015	
LS/A174	Monitor, evaluate and review the effectiveness of the Callio Strategy and extent of	Attendance improves. Exclusions reduce.	H	David Davies	1 April 2014	31 March 2015	

	absence reduction, underpinned by an enhanced data monitoring framework and closer partnership working with regional System Leaders. (LS4)						
LS/A175	Maintain access to counselling services for children and young people, extending the use of data to inform the work programme of the service. (CYP8)	Young people are able to access an independent counselling service in venues and at times that meet their needs.	M	Mark Davies	1 April 2014	31 March 2016	Devolved funds from WG into RSG – So existing resources of £185k per year or £555k.
LS/A047	Further develop the work of the Putting Families First Programme. (LS11)	Reduction in FSM / non-FSM achievement gap.	M	Lynette Jones	1 April 2014	31 March 2015	FF grant funding.
LS/A049	Continue to work closely with SNAP Cymru to further develop parent forums to inform the development of provision in the Vale and to support parents. (LS11)	Parents are involved in decisions affecting the schooling of their children. A number of avenues are provided for communication between parents and the Council, in order that parents can access support and the Council can use their views to help inform service provision.	M	David Davies	1 April 2014	31 March 2015	SEG 25% retained.
LS/A051	Continue to promote parent drop in centres. (LS11) (CYP4)	Parents are aware of the opportunities available to them to communicate with the Council.	M	David Davies	1 April 2014	31 March 2015	Existing resources.



LS/A056	Develop our work with Sussex University to improve the attainment of pupils on free school meals. (IO7) (LS5)	Reduction of the achievement gap due to poverty by 5% - 8% per annum to 2015.	H	Lynette Jones	1 April 2014	1 September 2014	LA JES commissioned contribution. Schools PDG grant.
LS/A075	Introduce the consortium 'Pupil Tracking' model into secondary schools to enable more frequent monitoring of the progress of FSM pupils, early diagnosis of potential underachievement and effective use of the PDG. (IO7) (LS5)	Pupil performance effectively tracked. Pupils supported and challenged to improve, particularly e-FSM and vulnerable pupil groups.	H	Lynette Jones	1 April 2014	1 September 2014	LA JES commissioned contribution. Schools PDG grant.
LS/A176	Improve pupil wellbeing and assessment of PSD and wellbeing much earlier in the Foundation Phase and particularly for FSM pupils. (IO7)	Support is targeted at need and implemented in a timely manner. Wellbeing and outcomes for FSM pupils improve.	H	Lynette Jones	September 2014	July 2015	JES Contribution
LS/A079	Utilise grant funding to improve the achievements and outcomes for looked after children and children leaving care. (LS12)	Grant funding used to develop packages of support to improve the outcomes and achievements of LAC and children leaving care.	H	David Davies	1 April 2014	31 March 2015	SEGLAC 25% SEG retained.
LS/A177	Fully implement the improved LAC Tracker	Support better targeted at need.	H	Lynette Jones	September 2014	July 2015	MEAG
LS/A086	Conduct ongoing checks in schools to monitor safeguarding procedures and the use of time out rooms.	Learners are appropriately safeguarded. Pupil wellbeing improves.	H	Lynette Jones	September 2014	July 2015	Within existing budget

LS/A087	Implement a rolling programme of Team Teach to ensure that all schools have adults trained in the use of physical intervention techniques.	Safeguarding technique are proportionate and appropriate to need.	M	Lynette Jones	September 2014	July 2015	Within existing budget
LS/A092	Conduct a consultation exercise to obtain the views of children and young people in relation to safeguarding issues	Safeguarding strategies effectively informed by CYP.	M	Lynette Jones	September 2014	July 2015	Within existing budget
LS/A178	Progress ratification of the Neglect Protocol devised by Cardiff and the Vale.	Neglect protocol ratified and shared with schools.	H	Lynette Jones	September 2014	July 2015	No resource implication
LS/A179	Secure implementation of Sexual Exploitation training being developed by Cardiff and the Vale.	Training delivered to Vale schools.	M	Lynette Jones	September 2014	July 2015	Cost of materials for training
LS/A180	Implement a monitoring report/matrix framework to all service areas across the Directorate for safeguarding.	Matrix operatized for all areas across the directorate.	H	Lynette Jones	September 2014	July 2015	Within existing resources
LS/A181	Monitor, evaluate and review the chaperoning and performing licenses	Tighter monitoring of chaperone training and licensing.	M	Lynette Jones	September 2014	July 2015	Additional administrative support required
LS/A106	Embed the principles of the new Health and Wellbeing Strategy and complete the actions outlined in the action plan.	Action plan completed. Data demonstrates improved health and wellbeing.	H	Lynette Jones	September 2014	July 2015	Within existing resources
LS/A182	Extend take up of Nurture groups	Increase in schools operating nurture groups and	M	Lynette Jones	September 2014	July 2015	Within existing resources

		demonstrating positive impact.					
LS/A183	Use the Sport Survey (September 2013) results diagnostically to improve participation and enjoyment in school based sport. (PIAP 7.5)	Participation rates in extracurricular and/or club sport are higher in September 2013 than the all Wales mean. By September 2014, participation rates increase from 44% to 48%. Enjoyment in school based PE increases from 57% to 61% (Sport Survey September 2014).	M	Meryl Plummer	1 December 2013	30 September 2014	PESS regional contribution. Also from within existing resources.
LS/A088	Use data from schools to develop appropriate interventions and training to reduce bullying and support vulnerable children and young people. (CPS7)	Reduced levels of bullying in schools.	H	David Davies	1 April 2014	31 March 2015	Existing resources.
LS/A184	Develop information booklet and up dated web presence for EPS	Information booklet completed and distributed to schools and parents Web page updated and operational	M	David Davies/ Gill Toon	June 14	March 15	Officer time
LS/A185	Implement a system to monitor, evaluate and review achievement of those young people known to the Youth Justice system	M.E.R. system developed and operational	M	David Davies/ N. Sturgess	July 14	March 15	Officer time
LS/A186	Continue to reduce the	Training programme on	M	David Davies/	June 14	March 15	Consortium

	number of days lost through fixed-term exclusions by developing school capacity and developing restorative approaches in partnership with YOS, CYP and YS.	RA delivered to Key Officers Training delivered to schools Fixed term exclusions reduced		N. Sturgess			funding/ Officer time
LS/A187	Develop on line forums and market the youth service more widely in schools.	The youth service has established Twitter and Facebook online media presences and these are frequently used to share information on youth support services with young people. The Youth Service is delivering a number of projects in schools and has members of school councils on its youth cabinet and has encouraged young people from schools to join the Val Youth Forum	Medium	Andy Borsden	1/4/14	ongoing	Core Council funds and WG Revenue grant
LS/A188	Engage with School councils to extend consultation and engagement with children of all ages. (PIAP 6.6)	Consultation with Children and Young People is undertaken in a comprehensive, age appropriate manner and their views influence service delivery as evidenced by consultation	M	Paula Ham	1 April 2014	31 October 2014	

		feedback.					
LS/A006	Develop the skills of young people to work with schools and youth support services to achieve the Welsh Government's National Standards for Children and Young People's Participation, increasing opportunities for their involvement in decisions that affect them and giving them a voice.(CYP11)	Young people know how their views will be used and what they can expect from engaging with services that affect them.	H	Andy Borsden	1 April 2013	31 March 2015	Youth Service staff and CYPP grant support.

**Learning and Skills Workforce Plan 2014/18**

	<b>Actions</b>	<b>Outcomes</b>	<b>Milestones</b>	<b>By When</b>	<b>Lead</b>	<b>Resources</b>
1.	Identify a range of service integration options for collaboration with Bridgend on Youth Services	An integration model is approved and implemented.	<p>Project feasibility conducted and work to begin on combining services.</p> <p>Assemble Steering Group to define individual work stream project plans and undertake actions. Feasibility study of options completed.</p> <p>Consultation, feedback and involvement with staff and TU.</p>	<p>April 2012 – April 2014</p> <p>December 2012 – August 2014</p> <p>December 2012 – April 2014</p>	Andy Borsden	Project Management Costs
2.	Develop appropriate responses to recruitment and retention risks arising from the 2012 Job Evaluation process	Management of recruitment and retention issues	Identified as part of reports to CMT on labour turnover figures.	December 2013 onwards	Directors and Chief Learning & Skills Officer	To be met within existing resources

## Learning and Skills Performance Indicators 2014/15

Outcome: *Learners achieve their full potential in order to maximise their life opportunities.*

Objective 1: *To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase student achievement.*

PI Ref	PI Description	Performance 2012/13	Wales Average 2012/13	Performance 2013/14	Wales Average 2013/14	Target 2013/14	Target 2014/15
LS/M003 (IO7)	Percentage of 15/16 year olds achieving 5 or more GCSEs at grades A*-C or the vocational equivalent.	79.63%	72.60%	82.61%	77.78%	82%	85.9%
LS/M004 (IO7)	Percentage of 15/16 year olds achieving 1 or more GCSEs at grades G or above or the vocational equivalent.	96.88%	No longer published	97.92%	N/A	97%	94.7%
LS/M005 (IO7)	Percentage of 15/16 year olds achieving the core subject indicator.	53.88%	48.87%	50.21%	49.24%	50%	58%
LS/M006a (IO7)	The percentage of pupils at Key Stage 4 who achieve a level 2 in English.	66.25%	62.22%	65.58%	62.87%	Establish baseline	74%
LS/M006b (IO7)	The percentage of pupils at Key Stage 4 who achieve a level 2 in Maths.	61.19%	58.36%	62.34%	60.31%	Establish baseline	65.64%
EDU/003 (IO7)	The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject	86%	82.8%	87.97%	84.6%	85%	90%

	Indicator, as determined by Teacher Assessment						
EDU/004 (IO7)	The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment.	72.39%	72.70%	82.54%	77.2%	74%	81.46%
EDU/011	The average point score for pupils aged 15 as at the preceding 31 August, in schools maintained by the local authority	515.01	468.30	557.17	501.2	482	570
EDU/017 (IO7)	The percentage of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics.	55.31%	50.70%	55.42%	52.73%	55%	65%
EDU/002i (OA2)	The percentage of all pupils (including those in local authority care) in any LA maintained school, aged 15 as at the preceding 31 August who leave compulsory education training or work based learning without an approved external qualification	0.13%	0.4%	0.24%	0.3%	0.5%	0.1%
LS/M021a (OA2)	The percentage of schools inspected by Estyn during the year where the quality of leadership was judged to be good or better.			72.73%		Establish baseline	77%
LS/M021b	The percentage of schools inspected by Estyn during the year			72.73%		Establish baseline	77%



(OA2)	where the quality of provision was judged to be good or better.						
LS/ M021c	The percentage of schools inspected by Estyn during the year where the quality of achievement and wellbeing was judged to be good or better.			72.73%		Establish baseline	77%
IO7/ M15	Percentage of all pupils at Key Stage 3 achieving in Reading, Writing and Mathematics in combination.						78%
IO7/ M16	The proportion of schools performing in the higher to highest benchmarking quarters for the CSI at level 4+ at Key Stage 2.						92%
IO7/ M17	Key Stage 2: English (All)						92%
IO7/ M18	Key Stage 2: English FSM						92%
IO7/ M19	Key Stage 2: English Non FSM						92%
IO7/ M20	The proportion of schools performing in the higher to highest benchmarking for CSI at level 5+ threshold.						87%
IO7/ M21	Percentage of pupils at Key Stage 2 achieving Reading, Writing and Mathematics in combination.						87%
IO7/ M22	Key Stage 2: Maths (All)						92%
IO7/ M23	Key Stage 2: Maths FSM						92%

IO7/ M24	Key Stage 2: Maths Non FSM						92%
OA2/ M15	Percentage of all pupils at Key Stage 3 achieving in Reading, Writing and Mathematics in combination.						80%
OA2/ M16	The percentage achieving the Level 2+ threshold.						56%
OA2/ M22	Percentage of schools judged good or better by Estyn.						87%

*Objective 2: To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities*

PI Ref	PI Description	Performance 2012/13	Wales Average 2012/13	Performance 2013/14	Wales Average 2013/14	Target 2013/14	Target 2014/15
LS/ M001a	Customer satisfaction with adult education services.	99%					
LS/ M001b	Customer satisfaction with adult education access.						
LS/ M002a	Adult users overall satisfaction with Library services (surveyed on a three year cycle).	96%					
LS/ M002b	Children users overall satisfaction with Library services (surveyed on a three year cycle).	99%					
LS/ M009a	The number of enrolments on all Adult (Post 16) Literacy and Numeracy courses.			363			245
LS/	Number of enrolments on accredited			285			200

M009b	Adult Literacy and Numeracy courses.						
LS/ M009c	Number of enrolments on ESOL courses.			107			100
LS/ M009d	The number of enrolments on Income Generating courses.			0			-
LS/ M009e	Number of enrolments on all ACL courses.			0			-
LS/ M009f	Number of enrolments to accredited ACL provision.			0			-
LS/ M010a	Percentage success rate on accredited ACL provision.			0			89
LS/ M010b (IO1)	Percentage success rate on accredited Adult Literacy and Numeracy courses.			224			81
LS/ M010c	Percentage success rate on ESOL Courses.			81			81
LS/ M012a (IO1)	The number of books issued to customers in English	477,254		459,546		500,000	450,000
LS/ M012b	The number of books issued to customers in Welsh	10,552		10,746		11,000	10,300
LS/ M013	Percentage of adult tutors holding an initial teacher training qualification.	80.16%		75.86%		-	80%
LS/ M014	Expenditure per 1,000 population on books and other materials.	£2,283.19		£2,164.36		£2,163	£1,800
LS/ M029	Number of hits on the library website.	153,693		163,109		150,000	168,000

LCL/001	The number of visits to Public Libraries during the year, per 1,000 population.	7,042	5,968	6,819.11	5,851	7,000	6,600
LCL/003	The percentage of library material requests supplied within 7 calendar days.	68.3%		62.42%		68%	67%
LCL/004	The number of library materials issued, during the year, per 1,000 population.	4,122.42		3949.37		4,200	3,800
LS/M017	The percentage of school days lost due to fixed term exclusions of six days or more in secondary schools.	0.01%		0.01%			
EDU/006i	The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 2	10.03%	20.3%	8.8%		10%	11.5%
EDU/006ii	The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3	8.44%	16.8%	9.16%	17%	9%	8.5%
LS/M025	Percentage of schools with 25% of places unfilled.	16.67%		12.5%		16.67%	12.5%
LS/M026a	The percentage of surplus places in primary schools.			11.04%		Establish baseline	10.5%
LS/M026b	The percentage of surplus places in secondary schools.			14.89%		Establish baseline	13.9%
LS/M027	The percentage of pupils who get into their first preference school.			97.05%		Establish baseline	95%
LS/M028	The percentage of admissions applications processed within 10			85.32%		Establish baseline	90%

	days.						
IO1/M06	Number of successful completions on accredited adult literacy and numeracy courses.					Establish baseline	Not set
IO1/M07	Number of successful completions on accredited Adult Community Learning provision.					Establish baseline	Not set
IO1/M08	Number of successful completions on ESOL courses.					Establish baseline	Not set
IO1/M09	Percentage of successful completions on accredited Adult Literacy and Numeracy courses.	73%	73%				75%
IO1/M29	Percentage of successful completions on Adult and Community Learning provision.	82%	82%				87%

Objective 3: *To promote health and wellbeing and ensure the safety of our learners.*

PI Ref	PI Description	Performance 2012/13	Wales Average 2012/13	Performance 2013/14	Wales Average 2013/14	Target 2013/14	Target 2014/15
LS/M007	Percentage of the youth population aged 11-25 years in the Vale of Glamorgan who make contact with the Youth Service during the year.	27.63%		26.94%			27%
LS/M008	Percentage of youth workers holding relevant youth work qualifications.	95.65%		94.2%		90%	90%
LS/M011	Number of accredited outcomes achieved by learners through the youth service.			622		Establish baseline	550
LS/M015a	Percentage of unauthorised absence in primary schools	1.1%	0.7%	1%	0.9%	Establish baseline	1%

LS/ M015b	Percentage of unauthorised absence in secondary schools	1.1%	1.4%	1%	1.3%	Establish baseline	0.9%
LS/ M016a (IO5)	The percentage of young people who are known not to be in education, employment or training at Year 11.	3.9%	4.2%	6.03%		Establish baseline	3.25%
LS/ M016b (OA2)	The percentage of young people who are known not to be in education, employment or training at Year 12.	2.1%	2.7%	6.03%		Establish baseline	1.95%
LS/ M016c (OA2) (IO5)	The percentage of young people who are known not to be in education, employment or training at Year 13.	4.4%	5.1%	0.08%		Establish baseline	4.2%
LS/ M018a (IO7)	The percentage of FSM pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by teacher assessment.	72.28%	66.66%	72.73%	69.78%	Establish baseline	77%
LS/ M018b (IO7)	The percentage of non FSM pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by teacher assessment.	88.41%	86.65%	90.46%	88.07%	Establish baseline	92%
LS/ M019a (IO7)	The percentage of FSM pupils achieving the expected standard in English at the end of Key Stage 3.	53.88%	58.94%	69.35%	64.21%	55%	74%
LS/ M019b	The percentage of non FSM pupils achieving the expected standard in English at the end of Key Stage 3.	82.76%	83.94%	90.59%	87.11%	84%	92%

(IO7)							
LS/ M020a (IO7)	The percentage of FSM pupils achieving the expected standard in Maths at the end of Key Stage 3.	64.08%	61.86%	67.34%	65.04%	66%	72%
LS/ M020b (IO7)	The percentage of non FSM pupils achieving the expected standard in Maths at the end of Key Stage 3.	86.28%	85.46%	91.24%	88.12%	88%	93%
LS/ M022a	The percentage of pupils in primary schools who have school meals.			43.11%		Establish baseline	45%
LS/ M022b	The percentage of pupils in secondary schools who have school meals.			38.58%		Establish baseline	38%
LS/ M023a	The percentage of pupils entitled to free school meals in primary schools.	14.35%	20.61%	14.43%	20.70%		15%
LS/ M023b	The percentage of pupils entitled to free school meals in secondary schools.	12.49%	17.39%	14.05%	17.70%		14%
LS/ M024a	The percentage take up of free school meals in primary schools.			78.37%		Establish baseline	79%
LS/ M024b	The percentage take up of free school meals in secondary schools.			64.38%		Establish baseline	64%
EDU/ 016a	Percentage of pupil attendance in primary schools	94.54%	93.9%	94.17%	93.7%	94%	94.6%
EDU/ 016b (IO5) (OA2)	Percentage of pupil attendance in secondary schools	92.81%	92.1%	93.38%	92.6%	92.5%	93%
EDU/ 002ii	The percentage of pupils in local authority care in any local authority	0.0%	5.7%	0.0%	2%	0.0%	0.0%

(IO5)	maintained school, aged 15 as at the preceding 31 August, who leave compulsory education, training or work based learning without an approved external qualification						
EDU/009a	The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year	0	37 days	0	19.5 days	0	0
EDU/009b	The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the academic year	0	12 days	0	4.4 days	0	0
EDU/010a	The percentage of school days lost due to fixed-term exclusions during the academic year, in primary schools.	0%		0.01%		0.01%	0.01%
EDU/010b	The percentage of school days lost due to fixed-term exclusions during the academic year, in secondary schools.	0.04%		0.05%		0.05%	0.05%
EDU/015a	The percentage of final statements of special education need issued within 26 weeks, including exceptions.	47.83%	71.3%	100%	69.6%	100%	100%
EDU/015b	The percentage of final statements of special education need issued within 26 weeks, excluding exceptions.	95.65%	95.9%	100%	96.6%	100%	100%
IO5/M25	Number of young people actively engaged with transition support					40	45



	workers.						
OA2/ M19	Number of Year 11 pupils known not to be in education, training or work-based learning (NEET).					65	60
OA2/ M20	Number of Year 12/13 pupils known not to be in education, training or work-based learning (NEET)					120	110
OA2/ M13 IO5	Number of NEETs who are in contact with NEET Support Officers.					40	45
OA1/ M11	Percentage of 16-18 year olds who are NEET.					4.3%	4.2%
OA2/ M18	Percentage of Year 11 pupils that continue in full time education.					85%	86%
IO5/ M26	Of the top 10 wards in the Vale most affected by youth employment, the percentage that have been visited by learning coaches through mobile provision.					100%	100%
IO5/ M27	Percentage of 16-18 year olds who are in education, employment or training.					80%	81%
IO5/ M28	Percentage of contact made through mobile provision who consequently engage with the service in improving their employment prospects.					40%	40%
OA2/ M24 (IO5)	Percentage of young people formerly looked after with whom the authority is in contact who are known to be engaged in education, employment or training at age 19.	55.6%	56.4%			50%	52%

**Learning & Skills Directorate Savings**

Ref No.	Title of Saving	Description of Saving	Service Implications and Mitigating Actions	HR Implications	Saving		
					14/15	15/16	16/17
					£'000	£'000	£'000
<b><u>Education and Schools</u></b>							
L1	Schools Split Site Allowance	Penarth Learning Community based on one site and will no longer be in receipt of the split site allowance.	Part already implemented	None	10	26	0
L2	Remove Non Delegated Schools Budget	Remove Non Delegated Schools Budget used to fund ad hoc expenditure or items not the responsibility of schools.	There will be no remaining contingency budget for schools or central education to draw upon	None	128	0	0
L3	Maternity/Long Term Sick Scheme	Review charges to schools for operation of schemes.	Charges to more accurately reflect the cost of running the scheme.	None	16	0	0
L4	Disclosure and Barring Service	Start charging schools directly for the cost of Disclosure and Barring Service checks.	Some additional costs will be passed on to schools; although the cost to schools should be minimal averaging approx £450 per year.	None	28	0	0
L5	School Buildings Officer Post and small savings in running expenses	Delete vacant post and reduce running expenses	This post is vacant	Delete 1 Vacant Post	33	0	0

L6	Remove Music Tuition Contribution	Joint review of Cardiff and Vale Music Service contribution in conjunction with Cardiff.	There will be no central contribution towards the music tuition and services within schools. A number of schools choose not to use the joint Cardiff and the Vale music service and do not currently benefit from the subsidy.	Possible implication for Cardiff and Vale Music Service	84	0	0
L7	Secondary Behaviour Support	Restructure Secondary Behaviour Support.	Service centralised to achieve efficiencies	None	38	0	0
L8	School Investment Strategy Contribution	Remove School Investment Strategy Contribution.	Could limit progress that otherwise would be made on next stage of School Investment Programme. Impact can be mitigated by the capital receipts from the sale of school land, e.g. St Cyres site.	None	460	0	0
L9	Review Subscriptions	Review subscriptions	Review merit of various subscriptions and potential for recovering costs	None	7	0	0
L10	National Foundation for Educational Research (NFER) test funding	The proposal is to withdraw central funding for NFER tests provided to years 3 & 6 pupils.	Schools fund purchase of tests for other years. Proposal aligns with WG's provision of replacement, statutory tests. There are three types of tests and in 2012/13 WG will only	None	15	0	0

			provide two of those tests. Schools will need to spend their own budget on the third type of test, called Non Verbal. However, the savings schools will make by not having to pay for tests for years other than 3&6 will be higher than the cost of this third test in the first year of the change. In subsequent years, WG will provide all required tests papers to schools requiring no expenditure from schools or LA.				
L11	ICT and Data Service Review	Review level of support provided to schools.	Potential areas for remodelling without impacting on services will be investigated. However, if this is not possible could result in reduced service. Mitigating actions will be identified and services will be prioritised.	Determined by Review	16	0	0
L12	Non Delegated LSA Agency Review	Review of the procedures and funding arrangements in relation to non devolved LSA agency staff.	More efficient use of LSA agency cover through the long term sick/maternity scheme already implemented	Determined by Review	80	0	0

			in schools.				
L13	Other General Budgets	Limiting inflation throughout various areas of central education.	Detailed analysis of budget lines limiting inflation where possible whilst limiting affect on services	None	36	0	0
L19	Review Education Finance	Review staffing structure in Education Finance Service.	Potential areas for remodelling without impacting on services will be investigated. However, if this is not possible could result in reduced service. Mitigating actions will be identified and services will be prioritised.	Determined by Review	0	20	0
<b><u>Total Education and Schools</u></b>					<b>951</b>	<b>46</b>	<b>0</b>
<b><u>Youth Services</u></b>							
L14	Rationalisation of Building Assets	Reduction of rental costs to several premises achieved through proposed centralisation of services utilising corporate premises along with the new Penarth Learning Community.	Savings would be achieved by centralising youth support services into area hubs. No reduction of service output is expected as a youth service will be accessible through centrally based locations and the mobile provision.		27	0	0
<b><u>Total Youth Services</u></b>					<b>27</b>		

<b><u>Libraries</u></b>							
L15	Library Resources	Expenditure on Library resources reduced	Impact upon performance in elements of the Library Standards.	None	20	0	15
L16	Other General Budgets	Savings from Transport and Supplies and Services Budgets	Cut various transport and supplies and services budgets, service implications should be minimal.	None	10	0	0
L17	Printmet Offices	Move Library support functions from Printmet Offices to other Council premises	Potential costs associated with other premises.	None	20	0	0
L20	Review of Library Provision	Review of Library Provision	Undertake a review of library provision, including alternative options for service delivery and collaborative working. Library standards could be affected.	Determined by Review	0	0	100
<b><u>Total Libraries</u></b>					<b>50</b>	<b>0</b>	<b>115</b>
<b><u>Catering</u></b>							
L18	Price Increase	Price increase in 2014/15 by 5 pence per meal	Introduce a 5p increase, where 2p is used for increased food costs annually, necessitating the achievement of further efficiencies within the school meal	None	23	23	23

			production operations.				
L21	Primary recharge savings	Transfer of admin from schools to Catering staff on implementation of the Cashless Catering System	Budget used for training and upskilling catering staff on admin processes. Reduction of remaining budget over the following years.	Possible implications for schools although these are unknown	0	20	10
<b>Total Catering</b>					<b>23</b>	<b>43</b>	<b>33</b>
L22	Procurement	Procurement savings for whole Directorate	Savings to be made from better prices and demand management for supplies and services	None	0	114	114
L23	Savings	Additional savings target	Specific savings to be identified for Medium Term Financial Plan	Dependant on specific saving	0	328	274
<b>TOTAL LEARNING &amp; SKILLS</b>					<b>1,051</b>	<b>531</b>	<b>536</b>